NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Accreditation Expert Group Report on Cluster of Higher Education Programmes

Philology, Linguistics and Literature Cluster:

Program 1: Georgian Philology (BA)
Program 2: Linguistics (MA)
Program 3: Georgian Literature and Comparative Literary Studies (MA)
Program 4: Philology (PhD)

Batumi Shota Rustaveli State University

Evaluation Dates: **18-20 December 2022**
Report Submission Date: 14 March 2023
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Tbilisi

Contents

Information on the Higher educationalInstitution

Name of Institution Indicating its Organizational Legal Form	LEPL Batumi Shota Rustaveli State University
Identification Code of Institution	245428158
Type of the Institution	University

Expert Panel Members

Chair (Name, Surname, HEI/Organization, Country)	Thomas R. Wier, Free University of Tbilisi, Georgia
Member (Name, Surname, HEI/Organization, Country)	Giorgi Beridze, graduate student, student representative
Member (Name, Surname, HEI/Organization, Country)	Tinatin Bolkvadze, Tbilisi State University
Member (Name, Surname, HEI/Organization, Country)	Ana Khiasashvili, Director and chief editor of publishing house "Meduza", Employer Expert
Member (Name, Surname, HEI/Organization, Country)	Ia Natsvlishvili, Ivane Javakhishvili Tbilisi State University
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I. Information on the Cluster of Educational Programmes

	Programme 1	Programme 2	Programme 3	Programme 4
Name of the educational programme	Georgian Philology	Linguistics	Georgian Literature and Comparative Literary Studies	Philology
Level of higher education	Bachelor's Studies – Level 6	Master's Studies- Level 7	Master's Studies- Level 7	Doctoral Studies- Level 8
Qualification to be awarded	Bachelor of Arts in Georgian Philology	Master of Linguistics	Master of Comparative Literary Studies	Doctor of Philology
Name and code of the detailed field	0232.1.1 Georgian Philology	0232.2.1 Linguistics	0232.2.6 Comparative Literary Studies	0232.1.3 Philology
Indication of the right to provide teaching of subject/subjects/group of subjects of the relevant level of general education[1]				
Language of instruction	Georgian	Georgian	Georgian	Georgian
Number of ECTS credits	240	120	120	60 (learning component)
Programme Status (Accredited/Non-accredited/Conditionally Accredited/New/International Accreditation) Indicating Relevant Decision (number, date)	Accredited	Accredited	Accredited	New

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[1]In caseofIntegratedBachelor's-Master'sTeacher Training Educational Programmeand Teacher Training Educational Programme

II. Accreditation Report Executive Summary

- **General Information on the Cluster of Education Programmes[2]**

  Batumi Shota Rustaveli State University's Faculty of Philology operates four programmes covering the fields of traditional philological studies (as a B.A.), linguistics (as an M.A., especially with respect to Kartvelian), Georgian and comparative literature (as an M.A.), and advanced philology (as a doctoral research program). These programs have constituteda core part of the university's purpose since its inception, in fields which areimportant both in principle and for the Georgian people and nation. As such,the reaccreditation of this cluster would constitute an important reaffirmation of its basic mission.

- **Overview of the Accreditation Site Visit**

  The site visit occurred 18, 19 and 20 December 2022 in person. The expert panel was given full access to the entire panoply of stakeholders: the professors and lecturers in the BA, MA and Ph.D. programs; academic staff; employers in contact with BSU philology graduates; and students and alumni of the BA, MA and PhD programs. At all points, the evaluation panel had full access to and candid conversations with any relevant persons or groups that take part in the activities of the philology and linguistic cluster.These conversations and interviews gave a full, rounded picture of the internal workings of the philology cluster's goals, processes and outcomes. During these roundtable interviews, care was taken to exclude conflicts of interest when necessary, so these results may be considered an unbiased analysis of the stakeholders' work in the cluster.

  The evaluation panel also had access to any on-site offices, classrooms, facilities, auditoria, laboratories, lecture halls, and libraries used by professors, students and staff of the university. Particular focus was given to the library facilities' physical and electronic resources and the systems in place for students and staff to use them. The evaluation panel also had the opportunity to visit the seminar room in which instantaneous interpretation and translation takes place.

  On the whole, the evaluation panel was given a transparent and demonstrative picture of the capacities, strengths and weaknesses of BSU's philological cluster.

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[2]When providing general information related to the programme, it is appropriate to also present the quantitative data analysis of the educational programme.

- Brief Overview of Education Programmes Compliance with the Standards

STANDARD	FULFILMENT LEVEL
Standard 1: Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	Program 1, Program 2 and Program 3 substantially comply with requirements; Program 4 complies with requirements
Standard 2: Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering	All programs comply with requirements
Standard 3: Student Achievements, Individual Work	All programs comply with requirements
Standard 4: Providing Teaching Resources	All programs comply with requirements
Standard 5: Teaching Quality Enhancement Opportunities	All programs substantially comply with requirements

- Recommendations

Although the cluster as a whole stands in compliance with the norms and regulations of the NCEQE, there are a number of features of the cluster and the individual programs that should be adjusted or changed as follows:

1. Syllabi in many cases make use of outdated texts, using textbooks or primary sources that no longer reflect current thinking in many areas. All syllabi should use twenty-first century textbooks if they are available, and use older primary sources only when they are the best exemplar of a particular subdiscipline. All MA and Ph.D. syllabi with one or two mandatory textbooks should update and enrich their basic literature section; the syllabi with a higher than a reasonable number of mandatory literature should consider shortening the list, to properly achieve learning outcomes. (Standard 1.4, Programme 2; Standard 1.5 whole cluster)

2. Syllabi should make more use of foreign scholars in their respective fields. The linguistics MA program should find a way to include more relevant literature outside Kartvelology, including general and comparative linguistics, linguistic typology, and formal theoretical frameworks. (Standard 1.4, Programme 2)

3. Every syllabus should include an explanatory rubric that delineates the precise break-down of points. (Standard 2.4, whole cluster)

4. The quality assurance service at the faculty level in the process of program evaluation and approval should be strengthened and evaluation of the programs should be conducted effectively. Specifically, a quality assurance service mandatory filter at the faculty level is necessary for further improvement of the quality of the programmes. The programs must be approved by the faculty council in the case of a positive conclusion from the quality assurance service of the faculty. (Standard 5.1, whole cluster)

5. It is recommended that quality assurance service office ensure more effective and closer cooperation with academic personnel and other interested parties in the process of program development/modification, specifically, when evaluating the adequacy of amount of student workload, number of credits for particular study courses, checking overlapping in syllabi, assessment schemes and etc. (Standard 5.1, whole cluster)

6. It is necessary to introduce specific evaluation tools (questionnaires and etc.) and monitoring mechanisms that allow students to evaluate the research component of the programs as well as scientific supervision (Standard 5.3, whole cluster)

7. In the process of monitoring and review, the Quality Assurance Service should systematically collect and analyze the information about the students' workload (amount of study materials course has to cover, the

total number of pages given to students for reading), credit allocation to different subjects according to the content of the course and students' workload, assessment methods for midterm and final evaluation of study courses (among them professor assistantship in the doctoral program), rubrics in assessment scheme in syllabi and etc. (Standard 5.3, whole cluster)

8. Students who opt for a mandatory + minor model currently only have one possible elective to choose from. The cluster should include more electives so students have a real option. (Standard 1.4, Programme 1)

9. We suggest adding two more courses to the programme: a) a course of academic writing to module V, which will prepare the students for working on their MA thesis, and b) an elective course in the English language (Academic English). (Standard 1.4, Programme 3)

- **Suggestions for the Programme Development**

  The evaluation panel also has the following suggestions for reform of the four philological programs:

  1. For the M.A. programmes and the PhD programme, we suggest that the foreign language exam be brought into compliance with the CEFR B2 standard, or alternatively that it be made more compatible with the difficulty of the test. (Standard 2.1, Programmes 2 and 3)

  2. The section for weekly material which was removed from the previous syllabi should be reintroduced into the syllabi to allow students to know more precisely how much material they are accountable for and to allow outside quality assurance agents to determine whether learning outcomes are realistic. (Standard 1.3, whole cluster)

  3. BSU allows foreign students to enroll in their Ph.D. program with only B1 proficiency in Georgian. It would be beneficial for these students if they had the opportunity to take B2 and C1 level Georgian language courses while they are writing their papers in Georgian. (Standard 3.1, Programme 4)

  4. It would be beneficial if the higher education institution plans more training or implements other measures to teach students and professors how to use international library databases. (Standard 4.4, whole cluster)

- **Brief Overview of the Best Practices (if applicable)[3]**

  The evaluation panel would like to single out several features of the cluster's organization for:

  1. The electronic student portal which provides students a clear and transparent way to provide feedback on their coursework, assignments, teaching methodologies and evaluation processes.

  2. The B.A. program in particular provides students with numerous opportunities for expeditions, fieldwork, extracurricular activities and other kinds of enrichment relevant for their course of study.

  3. The cluster's organization has proved adept at involving students in the various stages of scientific professionalization through mentoring, colloquia, and the hosting of scientific conferences and congresses.

  4. BSU's relationship with other scientific institutions in Georgia and abroad provides a model of how university departments foster scientific development.

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[3]A practice that is exceptionally effective and that can serve as a benchmark or example for other educational programme/programmes.

- **Information on Sharing or Not Sharing the Argumentative Position of the HEI**

Batumi Shota Rustaveli State University has been informed of the contents of the accreditation expert panel's draft report and communicated the same to the National Center for Educational Quality Enhancement that it substantially shared the recommendations presented in the draft report. One exception was standard 5.3, concerning information to be collected by the Quality Assurance Service, which the BSU committee believed should be a suggestion rather than a recommendation. Upon consideration of this request, the external evaluation committee maintains its original view that this should be a recommendation, not a suggestion.

Evaluation approaches for the accreditation experts:

The components of the accreditation standards are evaluated using the following two approaches:

1. Cluster and individual evaluation[4]
2. Cluster evaluation[5]

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[4]**Evaluation Approaches:** Describe, analyse, and evaluate the compliance of each educational programme grouped in the cluster with the requirements of the corresponding component of the standard. Also, you can specify information about an educational programme that is different from the common and basic characteristics of educational programmes grouped in the cluster.

[5] **Assessment approaches:In case of necessity**, describe, analyse and evaluate compliance of each education programme in the cluster with the requirements of this component of the standard. Also, you can indicate the information on the education programme, distinguished from the general and major characteristics of the education programmes in a cluster.

Standard/Component	Assessment approaches:
1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	
1.1. Programme Objectives	Cluster and individual
1.2 Programme Learning Outcomes	Cluster and individual
1.3. Evaluation Mechanism of the Programme Learning Outcomes	Cluster
1.4 Structure and Content of Educational Programme	Cluster and individual
1.5 Academic Course/Subject	Cluster and individual
2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering	
2.1. Programme Admission Preconditions	Cluster and individual
2.2. The Development of Practical, Scientific/Research/Creative/Performing and Transferable Skills	Cluster
2.3. Teaching and Learning Methods	Cluster
2.4. StudentEvaluation	Cluster
3. StudentAchievements, Individual Work with them	
3.1. Student Consulting and Support Services	Cluster
3.2. Master's and Doctoral Student Supervision	Cluster
4. Providing Teaching Resources	
4.1. Human Resources	Cluster and individual
4.2. Qualification of Supervisors of Master's and Doctoral Students	Cluster and individual
4.3. Professional Development of Academic, Scientific and Invited Staff	Cluster
4.4. Material Resources	Cluster and individual
4.5. Programme/Faculty/School Budget and Programme Financial Sustainability	Cluster and individual
5. Teaching Quality Enhancement Opportunities	
5.1. Internal Quality Evaluation	Cluster
5.2. External Quality Evaluation	Cluster
5.3. Programme Monitoring and Periodic Review	Cluster

III. Compliance of the Programme with Accreditation Standards

1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme

A programme has established objectives and learning outcomes, which are logically connected. Programme objectives are consistent with the mission, objectives, and the strategic plan of the institution. Programme learning outcomes are assessed regularly to improve the programme. The consistent structure and content of the programme ensure the achievement of the set goals and expected learning outcomes.

Educational programmes grouped in a cluster are logically interrelated to each other in line with the study fields and evolve according to the respective levels of higher education.

1.1 Programme Objectives

Programme objectives consider the specificity of the field of study, level and an educational programme, and define the set of knowledge, skills and competences a programme aims to develop in graduate students. They also illustrate the contribution of the programme to the development of the field and society.

Cluster and individual evaluation

Summary and Analysis of the Compliance of theEducational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The philology cluster seeks to instill knowledge in students in five areas or competencies divided into four formal programs within the cluster noted above: 1) General Linguistics; 2) Georgian (Kartvelian) Linguistics; 3) the History of Georgian Literature; 4) Literary Studies; 5) Comparative Literary Studies.

Describe, analyse and evaluate the compliance of the educational programmes grouped in the cluster with the requirements of the component of the standard, based on the information collected through the self-evaluation report (SER), the enclosed documents and the site-visit.

Description and Analysis - Programme 1 (**Georgian Philology Undergraduate Educational Programme**)[6]

The undergraduate educational programme of Georgian Philology of BSU complies with the mission of the university "to prepare a highly qualified, competitive specialist, a free person carrying national and universal values, become a strong educational-research center and take an important place in the national and international educational space." Summing up the SER, syllabi, and interview outcomes, we can agree that "the program provides students with broad knowledge of the foundations and principles of linguistics and literary studies, the theory of literature and the main aspects of history in the field of

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[6]Describe, analyze and evaluate the compliance of each educational programme grouped in the cluster with the requirements of the specified component of the standard. Also, you can specify information about the educational programme that is different from the common and basic characteristics of the educational programmes grouped in the cluster.

Please repeat the description and analysis field according to the number of programmes, for example, programme 2 (name, cycle), programme 3 (name, cycle) and so on. (Please consider this reference format when evaluating each subsequent component).

Georgian philology; about interdisciplinary and complex issues related to humanitarian and philological sciences in general." It is aimed at teaching the phonetic and grammatical structures of the Georgian language, lexical-semantic and stylistic features, principles of word formation, the history of the Georgian language and literature, Georgian orality and the theory of literature; introducing the students with the important trends of linguistics and literary studies, research features, purpose and function through important sources of Georgian language and literature; developing practical skills in the areas of linguistics and literary studies; skills of collecting, analyzing, drawing conclusions, argumentative reasoning, critical and creative thinking, interpretation, justification, selection of research methods, analysis, synthesis and evaluation of philological data; the necessary practical skills characteristic of the field, the ability to select information technologies, multimedia and library resources;developing the ability to take care of one's own academic and professional development, to protect ethical norms and academic integrity, to respect cultural and worldview diversity.

It is clear that while designing the program, its authors took into consideration the human and material resources of the HEI, the previous experience, the results of the surveys of students, graduates, employers, and professors, and the interests of all involved parties.The goals of the program are realistic and achievable.

Description and Analysis - Programme 2(The Master's Programme "Linguistics")

The **"Linguistics"** Master's Programme prepared for accreditation is built in accordance with the national qualifications framework, taking into account the main field of study. According to SER,in the process of working on the programme, theattention was focused on the necessity of training ahighly qualified specialist in the field of linguistics (Georgian linguistics)with appropriate knowledge and skills based on market research and employers' requirements. The programme is a logical continuation of the previous BA programme of the cluster, but as an MA programme of a higher level, it is aimed at providing deeper, more profound, and detailed knowledge to its students. Thus, although there is a firm connection between the two programs in terms of "language acquisition" which is a legitimate reason for grouping them in a cluster, they still have their distinct characteristics in compliance with their educational level.

The human and material base of the HEI makes the goals of the program achievable. The goals of the program, such as provision of the students with deep and systematic knowledge of Georgian linguistics (comparative and contrastive), Georgian language structure, Georgian dialectology, lexicology, onomasiology, text linguistics, sociolinguistics, functional stylistics, writer's language, style research issues; implementation of modern field methodology (including digital processing of linguistic data) for scientific research; formation a highly qualified, competitive specialists with the competence to match modern requirements and international norms of academic integrity and ethics, arein full compliance with the mission of BSU and provide the graduates with valuable skills.

Description and Analysis - Programme 3 (**The Master's Programme "Georgian Literature and Comparative Studies of Literature"**)

The master's programme "Georgian Literature and Comparative Studies of Literature" is divided into five modules:

1. Literary Theory and Criticism Module

2. Georgian literature module

3. Georgian-overseas literary relations module

4. Folklore and mythology module

5. Module of scientific research

The program is aimed at providing the master's student with deep and thorough knowledge of Georgian literature and traditional and new fields of literary studies to successfully transfer knowledge in the teaching-learning process; preparing a modern researcher of literature, in particular, a researcher of the profile of comparative literature; developing students' scientific research skills and preparing them for solving complex tasks related to the creation of a research or practical project/paper; preparing a highly qualified, competitive specialist equipped with complex knowledge in modern fields of philology, developed in many ways, oriented to modern requirements, who can deeply and systematically understand and apply the acquired knowledge in practice; developing the skills of continuous education and professional development, competition, openness to innovation, protection of ethical norms and academic integrity, respect for cultural and ideological diversity. Based on the BSU documentation and the interviews during the site visit, we can state that the objectives and learning outcomes of the program are clear and coherent. The content and structure of the programme ensure the achievement of the set goals and expected learning outcomes. Furthermore, the well-thought-out connection between the programme goals and evaluation methods ensures the achievement of the programme's goals and its integrity.

The Heads of the programme and the whole team have demonstrated the right strategic perspective while forming the concept of the program, trying "to respond to the modern challenges of literary studies and create a systematic experience of studying literature in the academic space at BSU." The Heads of the Programme plan to achieve this goal via the collaboration of researchers, writers, translators, and publishers in the format of thematic conferences, symposiums, and seminars. During the interview, one of the Heads of the Programme mentioned that their focus was on the creation of a strong scientific-theoretical base for literature studies at BSU. The overview of the syllabi fully supports the statement. They have integrated several theoretical subjects into the programme that will provide their students with substantial knowledge of research methodology and modern approaches to literary theory.

The program highlights the importance of the active participation of the academic field in the process of internationalization of Georgian literature, which will create more opportunities for balancing marketing and cultural interests. The analysis of the documentation, interviews, and material base made it clear that the objectives of the program are realistic and achievable. The interviews with academic staff and invited lecturers made it clear that they all share the program objectives and concepts and participate in achieving them.

Description and Analysis - Programme 4 (The Doctoral Educational Programme of Philology)

The programme represents the highest (8th) level in the cluster and is aimed at preparing an academic doctor of philology, endowed with a systematic understanding of the scientific field, competence in the latest achievements of philological sciences, and the original vision of the research problems. The scope of the program is rather broad and ambitious, covering the following areas: 1) Linguistics; 2) Georgian (Kartvelian) Linguistics; 3) History of Georgian Literature; 4) Literary Studies; 5) Comparative Literary Studies.

The doctoral programme in philology is multidisciplinary and aims to analyze linguistic facts and literary texts from a broad linguistic, literary and cultural perspective.Based on this, the programmewill also be focused on the usage of modern achievements of digital humanities in philological research, which provides for the creation and use of corpora (including parallel corpora) within doctoral studies, quantitative (quantitative) and qualitative (qualitative) research of material, electronic publications. Such an approach is in full compliance with the scientific policy of Shota Rustaveli State University Faculty of Humanities in the direction of development and deepening of interdisciplinary studies, as well as with the BSU mission.

Evidence/Indicators

1. The SER
2. Educational programme (Appendix 1:1-4);
3. Resolution of the academic board of BSU N 06-01/74 "On the creation of working groups for the development of some educational programme s at the Faculty of Humanities of BSU" (Annex 16:2);
4. BSU rector's order "Approving the composition and work plan of the curriculum committee at the humanities faculties of BSU" (Appendix 16:3);
5. Minutes of meetings of working groups (Annex 16:4);
6. Memoranda of cooperation with scientific and educational institutions (Annex 8:6);
7. Assessment and analysis of student survey (Appendix 13:4);
8. Evaluation and analysis of the graduate survey (Appendix 13:3)
9. Assessment and analysis of employers' survey (Annex 13:2);
10. Evaluation and analysis of the survey of professors and teachers (Appendix 13:1);
11. BSU mission and strategic development plan: see Link – https://bsu.edu.ge/main/page/2-416/index.html Resolution No. 40 of June 28, 2017, of the Academic Council of BSU "On the Mission of Shota Rustaveli State University of Batumi and Strategic Development Plan for 2018-2024 About approval". see Link – https://bsu.ge/text_files/ge_file_10113_1.pdf b) Resolution No. 40 of June 28, 2017, of the BSU Academic Council "On Approval of the Mission and Strategic Development Plan of Batumi Shota Rustaveli State University for 2018-2024". see Link – https://bsu.ge/text_files/ge_file_10113_1.pdf;
12. Interviews

General recommendations of the cluster: *should be considered by the HEI in order to comply the*

Recommendations and Suggestions according to the programmes: N/A

Evaluation [7]

Please, evaluate the compliance of the programme with the component

Component 1.1 -Programme Objectives	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Philology, BA)	☒	☐	☐	☐
Programme 2 (Ling. ,MA)	☒	☐	☐	☐
Programme 3 (Comp. Lit., MA)	☒	☐	☐	☐
Programme 4 (Philology, PhD)	☒	☐	☐	☐

1.2 Programme Learning Outcomes

➤The learning outcomes of the programme are logically related to the programme objectives and the specificityof the field of study.

➤Programme learning outcomes describe knowledge, skills, and/or sense of responsibility and autonomy whichstudents gain upon completion of the programme.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

Based on the programme curriculums, the programme objectives and learning outcomes correlation maps, and syllabi, we can conclude that the learning outcomes of the educational programmes, grouped in the cluster, reflect and correspond to the context, goals, content, features of the field, and the qualifications awarded at the 6th, 7th, and 8th levels of the higher education. Learning outcomes of the educational programmes describe the knowledge, skills, responsibility, and autonomy that students at various levels acquire upon completion of bachelor's, master's, or doctoral programmes.

The learning outcomes include the acquisition of theoretical knowledge and practical skills; communicative, systematic, and interpersonal skills. A special emphasis is put on academic integrity and

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[7] Evaluation is performed for each programme separately.

competence. The learning outcomes are formulated according to the necessities of particular programmes/courses and consider the demands of the labour market. According to the SER,while working on learning outcomes the program designers took into consideration "the recommendations of the expert group of the previous accreditation (2011-2012), the opinions of external evaluation experts, the results of the survey of students and graduates, academic and invited staff, as well as employers; Specificity, structure and content of bachelor's, master's and doctoral programmes"

Description and Analysis - Programme 1. (Georgian Philology Undergraduate Educational Programme)
The learning outcomes of the programme comply with the corresponding level descriptor of the Higher Education Qualifications Framework. The learning outcomes of the programme consist of 3 main areas, which fully reflect the competencies that can be achieved for the Georgian philology bachelor's degree qualification. Learning outcomes include not only acquiring knowledge in the field, but also the development of various skills, as well as the formation of responsibility and autonomy. When formulating the learning outcomes, the program designers tried to make them visible, achievable, realistic, measurable and evaluable.

Description and Analysis - Programme 2 (The Master's Programme "Linguistics")

Expected learning outcomes and competencies are described in terms of achievable sectoral and generic/transferable competencies, which are a combination of knowledge, skills, values and commitments. In the map of learning outcomes, it is clearly presented which subject/module teaching develops which professional competence of the student.

Upon the completion of the master's programme, the acquired knowledge, qualification, competence and ability of scientific research will give the graduate the opportunity to:

- create theoretical work with high scientific value on an interesting and relevant problem in Georgian linguistics;
- formulate research tasks, theoretically assimilate new methods and practically use them in independent research;
- perfect the terminological apparatus necessary for modern linguistic research and operate with this apparatus in the process of independent research;

After completing the programme, the Master will be able to present theoretical, research and practical results in a highly qualified written and oral presentation.

Description and Analysis - Programme 3 (The Master's Programme "Georgian Literature and Comparative Studies of Literature")

The learning outcomes of the "Georgian Literature and Comparative Literature Studies" master's programme reflect and correspond to the 7th level, context, goals and content of the higher education

programme, including the knowledge, skills, responsibility and autonomy envisaged by the programme. Programme learning outcomes are achievable and realistic; they correspond to the respective level descriptor of the Higher Education Qualifications Framework.

The learning outcomes of the programme consist of three main areas of a) knowledge and understanding; b) skills c) responsibility and autonomy. They fully reflect the competencies to be achieved in the MA in Comparative Literature qualification.

Description and Analysis - Programme 4 (The Doctoral Educational Programme of Philology)

According to the SER and the curriculum of the Doctoral programme, the learning outcomes are achieved via studying mandatory and optional courses, participation in seminars, colloquiums, workshops, international and local conferences, publications in high-rated, refereed and peer-reviewed journals, and other educational and scientific activities, as well as via mastering and using modern methods of teaching and research. The doctoral student will create a theoretical work of high scientific value, correspondent to the level of international standards of modern philological science.

- After completing the doctoral programme, the knowledge, qualification, competence and ability of scientific research will give the graduate the same opportunities as above:create theoretical work with high scientific value on an interesting and actual problemin philology;
- formulate research tasks, theoretically assimilate new methods and practically use them in independent research;
- perfect the terminological apparatus necessary for modern philological research and operate with this apparatus in the process of independent research and in educational activities.

Expected learning outcomes and competencies are described in terms of achievable sectoral and generic/transferable competencies, which are a combination of knowledge, skills, values and commitments.

Evidence/Indicators

1. Order of the Minister of Education, Science, Culture and Sports of Georgia No. 69/N of April 10, 2019, on the approval of the national qualifications framework and study area classifier, see Link – https://eqe.ge/res/docs/matsne-4480034-0.pdf national classifier framework; field of study classifier;
2. Questionnaire regarding the persuasiveness of learning outcomes – professors-teachers (Appendix 13:1);
3. Questionnaire regarding the reliability of study results - graduates (Appendix 13:3);
4. Questionnaire regarding the persuasiveness of learning results - students (Appendix 13:4);
5. Sectoral characteristics of higher education of Georgian philology (Appendix 16:7:4);
6. Questionnaire of employers (Annex 13:2);
7. Maps of goals and learning outcomes of educational programme s (Appendix 1:1-4);
8. Curriculum map (Appendix 1:1-4;
9. Recommendations of the accreditation expert group (Annex 16:1);
10. Results of the survey of students and graduates (Annex 13:1:3-4);
11. Results of the academic staff survey (Annex 13:1);
12. Minutes of working groups (Annex 16:4)

13. The SER
14. Interviews

General recommendations of the cluster:

General suggestions of the cluster:

Recommendations and suggestions according to the programmes:

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.2 Programme Learning Outcomes	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Philology, BA)	☒	☐	☐	☐
Programme 2 (Ling, MA)	☒	☐	☐	☐
Programme 3 (CompLit, MA)	☒	☐	☐	☐
Programme 4 (Philol, PhD)	☒	☐	☐	☐

1.3 Evaluation Mechanism of the Programme Learning Outcomes

➢Evaluation mechanisms of the programme learning outcomes are defined. The programme learning outcomes assessment process consists of defining, collecting and analyzing data necessary to measure learning outcomes.
➢ Programme learning outcomes assessment results are utilized for the improvement of the programme.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

After studying the SER, corresponding documentation, and interview results, we can agree with the statement of the program self-evaluation team, that "in programmes, grouped in the cluster, the learning outcomes are assessed and their relevance is determined both by direct and indirect assessment methods. The direct assessment method is presented in the syllabi of the training courses in the form of various assessment methods and is focused on measuring the achievement of learning outcomes - knowledge, ability, responsibility, and autonomy. Measurability is determined by the selection of the appropriate evaluation tool for the performance of a specific task."

In defining the learning outcomes assessment mechanism, university sets a target benchmark for each learning outcome of the programmes that reflect the expectation of the level at which students will achieve each learning outcome. Before setting the target marks, university determined the mechanisms and methods of evaluation of learning results. When formulating the learning outcomes, university took into account the necessary requirement - the possibility of assessment. University's Programme Learning Outcomes Assessment Plan is the following:

a) determination of assessment methods; b) how the learning outcomes of the programme will be evaluated at the end of the programme ; c) evaluation of the learning outcomes of the programme in those courses in which the learning outcomes of the programme are reinforced according to the curriculum map; d) it is possible to evaluate several learning outcomes of the programme in one study course; e) training courses according to which the final evaluation of the programme is made; f) the periodicity of assessment of learning outcomes should be determined; g) direct and indirect methods of evaluation of learning results, etc. With the mentioned plan, we focused on the evaluation of learning outcomes of the programme .

The evaluation of the learning outcomes of the programme and determination of their relevance is done by both direct and indirect evaluation methods. Examples of direct assessment methods include: written exam, test, essay, essay, midterm and final exams, qualifying paper, etc. Indirect assessment methods include student self-assessment, employer surveys, alumni surveys, curriculum analysis, and others.

In the process of working on the study results of the programme, university took into account the results of the evaluation of the graduates of the last 5 years of the programme according to the qualification paper/theses, as well as the analysis of the results of the intermediate and final exams. The analysis made is used to improve the programme . For example, the undergraduate programme of Georgian philology has had 261 graduates in the last 5 years. Of these, 240 students completed their bachelor thesis. For comparative analysis, we used the final grades of undergraduate theses. Naturally, such a comparison cannot provide a complete picture for evaluating learning outcomes, although an approximate result can be seen.

As a mechanism for indirect assessment of program results, university used surveys of employers and graduates to determine the relevance of their competencies to labor market requirements, which allows university to identify both graduate competencies and labor market requirements. In order to indirectly evaluate the learning results, surveys were also conducted with students and academic staff of the specialty of Georgian philology. The mentioned process was carried out electronically, questionnaires were prepared, the answers to which ensure the level of achievement of learning outcomes by students.

The learning outcomes are measured by the corresponding methods of evaluation described in the syllabi. The methods of teaching and learning are relevant. However, the experts find it difficult to

precisely evaluate the compatibility between credits and the studying workload, as the syllabi do not contain the exact amount of material covered per week. During the interviews, the experts were informed that the students get the information about their weekly workload via e-Portal; the process takes place gradually, with every new studying week. Thus, at the beginning of the term, the students hardly have an overall impression of the workload for the entire course, and such an arrangement makes it nearly impossible for the experts to evaluate the ratio between the study material and the time allotted (for more details, see sections 1.4; 1.5). The interviews revealed that the older syllabi had a section for weekly material (books, pages), which is removed from the renewed syllabi. The experts suggest reintroducing this section into the syllabi for more precise measurability of the learning outcomes.

If necessary, description and analysis according to the education programmes

Evidence/Indicators

- Map of results: familiarization - deepening - strengthening);
- Protocols of working groups;
- Survey of employers;
- Survey of graduates ;
- Survey regarding the assessment of learning outcomes (students);
- Survey regarding the assessment of learning outcomes (academic staff);
- BSU Faculty of Humanities Quality Assurance Service Report;
- Interviews withacademic stuff
- Site visit

General recommendations of the cluster:

General suggestions of the cluster: The section for weekly material (books, pages), which is removed from the renewed syllabi, should be reintroduced into the syllabi to measure more precisely the correlation between materials and credit hours and the realistic achievability of learning outcomes.

Recommendations and Suggestions according to the programmes:

Evaluation

Component 1.3 Evaluation Mechanism of the Programme Learning Outcomes	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Philol, BA)	☒	☐	☐	☐
Programme 2 (Ling, MA)	☒	☐	☐	☐
Programme 3 (CompLit, MA)	☒	☐	☐	☐
Programme 4 (Philol, PhD)	☒	☐	☐	☐

1.4. Structure and Content of the Educational Programme

➢The programme is designed according to HEI's methodology for planning, designing and developing of educational programmes.

➢The programme structure is consistent and logical. The content and structure ensure the achievement of the programme learning outcomes. The qualification to be awarded is corresponding to the programme content and learning outcomes.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The four programs within the cluster are taught through a combination of compulsory and elective courses with varying numbers of total credits: Philology BA, 240 credits; Linguistics MA, 120 credits; Comparative Literature, 120 credits; and Philology PhD, 60 credits. Compulsory courses ensure that students attain the minimum required level of knowledge in their subject area, while electives allow students to deepen their understanding in a given subfield. As noted below, the primary areas of concern for the cluster are areas in which the texts assigned for a given syllabus provide either insufficient exposure to the state of the art in that field, or where they are not appropriate given a holistic sense of the students' needs. Details are provided below.

Description and Analysis - Programme 1. (Georgian Philology Undergraduate Educational Programme)

According to SER, the undergraduate educational programme of Georgian philology was developed and prepared in the Department of Georgian Philology of the Faculty of Humanities in compliance with the rules and relevant procedures for the development, assessment and development of academic higher education programs operating in BSU. The undergraduate educational programme of Georgian philology was developed taking into account the current legislation of Georgia, based on the national qualification framework.

Program structure/ECTS volume: 240 (ECTS) credits:

- 180 ECTS credits major - from here:
- 165 ECTS credits compulsory courses of the main field of study (includes 8 semesters)
- 5 ECTS credits elective course of the main field of study (IV semester)
- 10 ECTS – bachelor's thesis – (VIII semester);
- 60 ECTS credits – free components/ or additional programme (minor) / free elective courses of Georgian Philology specialty / University elective courses (V-VI-VII-VIII semesters);

The content of the programme takes into account the prerequisites for admission to the program and learning outcomes.

The structure and content of the undergraduate programme of Georgian philology is also based on the results of desk research, the content of similar programmes at the local and international level, and its implementation models in order to share modern achievements and best practices in the field. In the process of working on the undergraduate programme of Georgian Philology the program designers reviewed undergraduate programmes of the local universities.

The corresponding benchmark document was demonstrated upon request during the on-site visit.

After studying the necessary documentation and conducting interviews, the experts concluded that sometimes the students have to face a very intensive workload due to a small number of credits allotted to the courses. In the BA programme, 18 out of 42 mandatory courses have 2 or 3 credits, which means that the students have to study more subjects per semester (during the interviews, the students mentioned that they had studied 7, and sometimes even 9 courses per semester). Naturally, this leads to a heavier workload and makes the period of midterm/final examinations cumbersome and stressful. Thus, the experts recommend making the number of credits and study material more commensurate: increase the credits and reduce the number of subjects per semester.

The experts encountered another problem while studying the materials and the interview outcomes: the students, who opt for the mandatory + minor courses model instead of the mandatory + free credit courses have a meagre choice of elective courses (only one 5-credit elective course in a whole program). Thus, the students cannot attend more than one course they are interested in.

Description and Analysis - Programme 2 (The Master's Programme "Linguistics")

The number of credits in the programme and their distribution: total - 120 credits, including 75 credits for the main specialty, 15 credits for optional disciplines, and 30 credits for the scientific-research component (master's thesis).

Compulsory training courses ensure the production of the main results of the program (knowledge and understanding, ability, responsibility, and autonomy) and prepare the student to work at the general education level, state, private educational and publishing institutions, and non-governmental and international organizations.

The list of elective courses allows the students to deepen their knowledge in the field of Georgian philology in the direction they are interested in. The research component provided by the educational programme involves the completion of a Master's Thesis, for which the master's student is required to process the literature/sources related to the research problem, conduct research, make appropriate conclusions, and develop recommendations.

Over all, the MA program is designed to provide students with a firm advanced grounding in Kartvelian linguistics. However, it is rather narrowly focused on Kartvelology. More attention should be directed to general linguistics, including the findings of international scholars in formal and typological linguistics to prepare students to study outside Georgia, if they should choose to do so. For example, not a single syllabus includes the works of foreign scholars, whether of Kartvelology or otherwise. Not only do students receive no exposure to western Generative linguistic literature, they also receive no exposure to western non-Generative formal frameworks (such as Lexical-Functional Grammar, Head-Driven Phrase Structure Grammar, etc), or literature in cognitive or functional linguistics. This presents the danger of intellectual circularity. In addition, it seems that most of the Russian-language scientific literature does not go beyond the 1980s, despite the vast amount of research conducted since that time. There is no substantial English-language scientific literature at all. (These need not be in the foreign language itself, if there is a Georgian language version of the foreign text available.)

Syllabi should be revised to be more explicit about certain topics. In some cases, it turns out that the compiler of the program does not have a conceptual understanding of the subject, so the questions are presented in fragments and sometimes are not related to each other. This is especially true for theoretical subjects. In this regard, the syllabus in corpus linguistics, which aims at achievable goals, leaves a good impression, the sequence of subjects and scientific literature intended for students guarantees the achievement of the goal. However, there is an intersection of topics with the undergraduate course "Introduction to Digital Kartvelology".

In one part of the curricula of the Linguistics MA program, there are topics that are only indirectly related to the purpose and objectives of the courses, and topics that are very important for the same course are omitted.

As a rule, syllabuses do not indicate how many pages of scientific literature (articles, monographs, textbooks) a student should read in one seminar assignment, although in some cases the hours allotted for a course are not enough for the topics studied within the course. In this regard, the program of the course of "language and style of writer" should be redesigned, because it has an unfulfilled goal: to discuss the linguistic features of all famous writers from David Guramishvili to Mukhran Machavariani. It is better to capture typological features and generalize themes to cover all historical and modern genres and their linguistic features.

Description and Analysis - Programme 3 (The Master's Programme "Georgian Literature and Comparative Studies of Literature")

The number of credits in the program and their distribution: total - 120 credits, including 75 credits for the main specialty, 15 credits for optional disciplines, and 30 credits for the scientific-research component (Master's Thesis).

The programme is divided into five modules:

I. **Literary theory and criticism module** (supervised by Assoc. Prof. Nana Trapaidze)- the module is aimed at the provision of in-depth critical-theoretical knowledge; preparation of methodological bases for research; broadening of the knowledge and skills necessary for the academic study of a literary text; mastering the relevant research methodology.

II. **Georgian literature module** (instructor - Prof. M. Chokharadze) – the module is aimed at provision of in-depth knowledge about the history of Georgian literature, of its past and present; intertextual analysis of Georgian literature in the context of cultural dialogue, literary influence and national identity; the problematization of the political context of genre evolution, following the study of the Soviet novel; understanding literary trends from the perspective of the current literary process, problematization of the aesthetic crisis and the peculiarity of the modern reader according to the cultural-historical, sociological and artistic-aesthetic point of view; understanding the political nature of the literary canon and the problem of aesthetic identity, studying the historical experience of the conflict between politics and writing.

III. **Georgian-overseas literary relations module** (led by Assistant Prof. M. Korinteli) –the module aims to expand knowledge about Georgian-foreign relations and to gain a deep understanding of the geography and character of these relations. The module covers not only Georgian-Western, but also Georgian-Eastern and Georgian-Slavic literary relations. In addition, the content of the module is organically related to the theory module. This is useful for integrated studies from an ideological and practical point of view, as well as in pedagogical activities, considering that the theory and history of literature are inseparable.

IV. **Folklore and mythology module** (led by Prof. T. Shioshvili) -The aim of the module is an in-depth study of the relationship between folklore and literature, researching their mutual influence from a literary and cultural point of view. This will help a student to better understand the universal and temporal characteristics of literature.

V. **Module of scientific research** (instructor: Acad. Dr. Mindia Tshekladze) - The aim of the module is to highlight the research component in the Master's programme and to simplify its consistent monitoring.

The experts have two remarks concerning the structure of the program. They strongly suggest adding two more courses: a) a mandatory course of academic writing to module V, which will prepare the students for working on their MA thesis, and b) an elective course in the English language (Academic English). The reasons for these suggestions are as follows: a) several courses in the program contain the writing component in the form of presentations, essays, etc., but they cannot serve as a substitute for the

academic writing course, which covers all the essential components of working on MA thesis and strengthens students scientific research potential; b) one of the assets of this program is its aspiration towards internationalization, which is unimaginable without a strong command of English language. As depicted in Standard 2 below (2.1 Programme Admission Preconditions), the Test in Foreign Language, passed during the admission cannot serve as a full guarantee of the student's good command of English, and English-language textbooks are scarce in most of the syllabi of the program. The MA students need English to fully integrate with modern western tendencies of comparative literature studies and raise awareness of Georgian literature via participation in international conferences and exchange programs. The elective course will provide them with this opportunity.

Description and Analysis - Programme 4 (The Doctoral Educational Programme of Philology)

The duration of the doctoral educational program is 3 (no more than 5) academic years; its educational component includes no more than 60 credits: 40 credits are for mandatory courses, 20 credits are for elective courses (the doctoral student chooses training courses based on his research interests);The scientific component includes 2 colloquia of a doctoral student and the completion of a dissertation.

Seminars in New Georgian, Old Georgian and Dialectology of the PhD program largely overlap with Georgian 2 and Georgian 3, as well as the undergraduate and dialectology syllabus of the Master's Program in Linguistics. These ratios need to be changed and improved. In addition, the Rustavelology program needs to be redesigned, which is more about the history of Rustavelology than teaching the main tasks of Rustavelology as a field.

Evidence/Indicators

1. Resolution No. 54 of the Academic Council of BSU of July 14, 2022 "Ensuring development, assessment and development of academic higher education programmes of BSU." rule checker About" (Appendix 3)
2. Composition of working groups (Annex 16:2);
3. Order No. 01-02/211 of the Rector of BSU dated August 29, 2022 on the approval of the work plans and curriculum committee for the development of educational programs of the Faculty of Humanities of BSU (Appendix 16:3)
4. Conclusion of the Curriculum Committee (Annex 16:5);
5. Resolution of June 25, 2022 06-01/125-128) of the Academic Council of BSU on the approval of the "Georgian Philology" undergraduate programme. (16:6)
6. The Law on Higher Education of Georgia on the rules of enrollment in undergraduate courses. see https://matsne.gov.ge/ka/document/view/32830?publication=97;
7. National qualification frame. https://eqe.ge/ka/page/parent/787/erovnuli-kvalifikatsiebis-charcho
8. Educational programme and syllabi (Annex 1: 1-4);
9. The SER
10. Interviews

General recommendations of the cluster:

General suggestion of the cluster:

Evaluation

Component 1.4 Structure and Content of Educational Programme	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Philol, BA)	☐	☒	☐	☐
Programme 2 (Ling, MA)	☐	☒	☐	☐
Programme 3 (CompLit, MA)	☐	☒	☐	☐
Programme 4 (Philol, PhD)	☒	☐	☐	☐

1.5. Academic Course/Subject

➢The content of the academic course / subject and the number of credits ensure the achievement of the learning outcomes defined by this course / subject.
➢The content and the learning outcomes of the academic course/subject of the main field of study ensure the achievement of the learning outcomes of the programme.
➢The study materials indicated in the syllabus ensure the achievement of the learning outcomes of the

programme.

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The combination of the learning outcomes of the individual study courses offered within the programmes grouped in the cluster ensures the achievement of the intended learning outcomes. The compliance of separate studying courses with the programme outcomes is depicted in detail on the maps of learning outcomes.

According to SER, to ensure the compliance of the learning outcomes of the training course with the defined level of higher education, the description of the qualifications of the corresponding level of the national qualification framework is provided.

Description and Analysis - Programme 1. (Georgian Philology Undergraduate Educational Programme)

The BA programme in Georgian Philology offers both theoretical and practical courses on a broad range of subjects, including mandatory courses on the "History of the Old Georgian language", "History of the Georgian Literary Language", "Georgian Folklore", a course on the works of Rustaveli, as well as a number of elective courses such as "Language of Mass Media", "Language of the Georgian edition of the Four Gospels", "Current issues in the Southern Dialects" and "History of Georgian literary critics". These provide enough breadth for students to be able to understand basic theoretical and data-based studies in many fields, while also providing enough depth to be able to move to higher levels of study if they choose to do so.

Description and Analysis - Programme 2 (The Master's Programme "Linguistics")

The MA program in Linguistics offers a number of courses focusing primarily on Georgian and other Kartvelian languages, including the diachronic evolution of Georgian from Proto-Kartvelian to today, the morphosyntax of nouns and of verbs, Georgian language and culture, Georgian dialectology, tex-linguistics, and stylistics in the Georgian language. The course does not focus primarily on cross-linguistic typology or western formal frameworks, except to some extent in the course on Comparative Grammar (which is mandatory). In addition to their Master's thesis, MA students must also take a course in research methods in linguistics.

Description and Analysis - Programme 3 (The Master's Programme "Georgian Literature and Comparative Studies of Literature," Level 7)
The MA Program "Georgian Literature and Comparative Studies of Literature" offers well-designed syllabi: the expected outcomes of the courses correspond with the expected program outcomes; the

credits are allotted according to the specifics of the courses and are commensurate with the studied material (4 and 5 credit courses); the time, allotted for the exams is sufficient to demonstrate the knowledge of the material.

The 5 modules of the program contain a combination of theoretical and practical subjects that enable the students to acquire in-depth knowledge of various aspects of literary analysis. The undoubted merit of the program is the strong presence of theoretical courses, e.g. "Critical traditions of reading literature in the West and modern critical theories"; comparative analysis, e.g. "Georgian modernism and the western modernist context"/ "Byzantine literary context and medieval Georgian literature"; interdisciplinary approach, e.g. "Comparative mythology"/ "Political mythology"; and an attempt of critical rendering of XX century Georgian literary heritage, e.g. "Georgian Soviet novel" /"Georgian writing of the 90s of the 20th century and the current literary process." The program offers its students the possibility to immerse themselves in the close reading of the major samples of the world literary canon, providing the following texts in the elective course of "The Great Books": Poems by Homer; "Divine Comedy"; "Don Quixote"; "Ulysses"; "Devils."

Most of the syllabi contain modern mandatory textbooks by prominent representatives of the field that will enable the student to acquire the necessary knowledge of the subject. There is one syllabus, though, that contains only one mandatory textbook. Thus, we recommend enriching the literature section for the course "Postcolonial theories and Georgian text." There are occasional cases of some older textbooks among the mandatory literature, and we recommend updating them (e.g. "Georgian urban poetry (19th century and beginning of 20th century").

The study of the syllabi and the outcomes of the interviews prove that the heads of the program, as well as the lecturers, who conduct the mandatory and elective courses, are well aware of the structure and expected outcomes of their program, and have a proper vision and strategy for achieving the set goals, using both curricular and extra-curricular activities. The interviews with the students proved the efficiency of the program.

Description and Analysis - Programme 4

Although most of the academic courses comply with the standard and demonstrate realistic and achievable goals and learning outcomes, the experts still found some common problems while studying the syllabi. The findings are represented below.

The experts have a recommendation on the textbooks and study materials concerning all four programmes. The absolute majority of the textbooks for all mandatory (and elective) courses are in Georgian and aremostly written by Georgian authors: such an approach is understandable in the case of field-specific subjects of the Georgian language and literature, but it does not seem relevant for the courses of broad theoretical profile or for the courses like the History of Foreign literature, etc. We recommend updating the textbooks, including the works of eminent foreign representatives of the field in syllabi, and introducing more modern textbooks, articles, and other multimedia sources in studying material. The choice of more modern textbooks is especially vital for the courses, which used the

mandatory textbooks, published in the Soviet period, e.g. Khavtasi, Revishvili, Orlovskaia textbook(part 1, published in 1977) in the History of Foreign Literature.

In some cases, the courses of different levels use the same studying materials. It is especially noticeable in the case of MA/Ph.D. courses: e.g. we can see the same (and only one) textbook for a mandatory Postcolonial Translations and Georgian Texts course in MA Literature and an elective Theories of Postcolonialism and Translation Studies course in Ph.D. Philology programs (only 3 video links are added to the Ph.D. syllabus). With all due respect to the author (an outstanding specialist in the field), there are numerous other sources about postcolonial theories and translation studies to be included in the syllabi at MA and Ph.D. levels. Overall, all the MA and Ph.D. syllabi, where the mandatory literature consists of only one or two textbooks, should be updated and enriched.

Studying the syllabi, the experts encountered the opposite problem: some courses offer their students too much mandatory literature: e.g. the MA course of the Georgian and European-American Literary Connectionsenlists 53 mandatory books (9 textbooks and 44 samples of literature) in its syllabus, which is an insurmountable amount of material for one course. In such cases, the material should be reduced to make it realistic for the students to achieve the learning outcomes.

Evidence/Indicators

- Interviews with academic staff
- Site visit

General recommendations of the cluster: We recommend updating the textbooks, including the works of eminent foreign scholars in syllabi, and introducing more modern textbooks, articles, and other multimedia sources in studying material. All MA and Ph.D. syllabi with one or two mandatory textbooks should update and enrich their basic literature section; the syllabi with a higher than a reasonable number of mandatory literature should consider shortening the list, to properly achieve learning outcomes.

General suggestions of the cluster:

Recommendations and suggestions according to the programmes:

Programme 1 (Georgian Philology Undergraduate Educational Programme)

Recommendation(s):

We recommend making the number of credits and study material more commensurate: increase the credits and reduce the number of courses per semester.

Evaluation

1.5 Academic Course/Subject	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Philo, BA)	☐	☒	☐	☐
Programme 2 (Ling, MA)	☐	☒	☐	☐
Programme 3 (CompLit, MA)	☐	☒	☐	☐
Programme 4 (Philol, PhD)	☐	☒	☐	☐

Compliance of the programmes with the standards

Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Philo, BA)	☐	☒	☐	☐
Programme 2 (Ling, MA)	☐	☒	☐	☐
Programme 3 (CompLit, MA)	☐	☒	☐	☐
Programme 4 (Philol, PhD)	☒	☐	☐	☐

2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering

Prerequisites for admission to the programme, teaching-learning methods, and student assessment consider the specificityof the study field, level requirements, student needs, and ensure the engagementachievement of the objectives and expected learning outcomes of the programme.

2.1 Programme Admission Preconditions

The HEI has relevant, transparent, fair, public, and accessible programme admission preconditions and procedures that ensure the engagement of individuals with relevant knowledge and skills in the programme to achieve learning outcomes.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

Preconditions for admission to the programmes grouped in a cluster comply with the Georgian legislation and the regulations of BSU, governing the study process, which also outline the admission procedures for Georgian and foreign citizens and the student mobility rules. (e.g. The prerequisite for

enrollment in **Bachelor's and Master's programmes** is the "Rule regulating the educational process of BSU's bachelor's and master's educational programmes - as amended" approved by Resolution No. 111 of October 8, 2015, of the Academic Council of Batumi Shota Rustaveli State University.)

The rules of admission are fair, transparent, public, and accessible to all interested parties via the university website, informational booklets, and BSU Open Day meetings. The preconditions, as well as the structure and the content of the programmes, and methods of teaching and learning, are relevant to the specificity of the study field, level requirements, and student needs, and ensure the achievement of the expected learning outcomes of the programme.

Description and Analysis - Programme 1 (Georgian Philology Undergraduate Educational Programme, BA, Level 6)

The prerequisites for admission to the program are published on the university's website. The entrants can get acquainted with the educational programme, curriculum, and syllabi in detail on the website of the Faculty of Humanities (https://www.bsu.edu.ge/text_files/ge_file_382_1.pdf), which will help them make an informed choice. Students can also be enrolled in the undergraduate educational programme of "Georgian Philology" based on internal or external mobility (transfer). Necessary information about the prerequisites for enrollment and admission to the programme can also be obtained from information booklets and information/orientation meetings during open days, according to the communication channel Social Media

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Description and Analysis - Programme 2 (The Master's Programme "Linguistics," Level 7)

Enrollment in the educational programme is carried out under the rules established by the legislation of Georgia and the 'rules for admission to BSU master's programme' approved by Resolution No. 59 of July 7, 2017, of the Academic Council of Batumi Shota Rustaveli State University.

Enrollment in the Master's Programme is granted to persons with a Bachelor's degree or an academic degree equivalent to it, who successfully passed the common master's examination and registered as a master's candidate at BSU within the terms established by the Rector's individual-legal act, fully submitted the documentation established by this rule, passed internal university exams in a foreign language (B2 level) and signed a contract with BSU in the specialty and within the established terms.

During the on-site visit,we requested a sample of the English language admission test and found that it does not fully correspond to the stated (B2) level of CEFR. The experts suggest the HEI standardize the test with the requirements of the B2 level or change the CEFR level for the MA language test. Whereas the MA Linguistics program has the English language as an elective subject in its curriculum, and the students have a chance of enhancing their knowledge of English during the first two terms of the programme in case of necessity, the same is not true for MA Literature, where English is not included in the curriculum. As a good command of English is an essential step towards internationalization, the

experts believe that it is very important for the program to ensure that the foreign language level of its students is sufficient enough to read scientific texts or participate in exchange programs/ international conferences.

Enrollment in the Master's Programme in Linguisticsis possible through internal and/or external mobility. It is allowed to accept students from foreign countries to the programme according to the rules established by the Ministry of Education and Science of Georgia.

Description and Analysis - Programme 3(The Master's Programme "Georgian Literature and Comparative Studies of Literature," Level 7)

Enrollment in the educational programme is carried out under the rules established by the legislation of Georgia and the regulation approved by Resolution No. 111 October 8, 2015, of the Academic Council of Batumi Shota Rustaveli State University.

Enrollment in the Master's Programme is granted to persons with a Bachelor's degree or an academic degree equivalent to it, who successfully passed the common master's examination and passed internal university exams in 1. Specialty 2. A foreign language (B2 level)

The Specialty exam is conducted in written form and combines theoretical questions and a test. The test consists of open and closed questions and deals with the topics of the History of Georgian/Foreign Literature and the Theory of Literature. As it became evident after the interviews and the documentation review, the structure of the specialty exam is now different from the previous, entirely test-based form. The change is beneficial, as it allows the examiner to better comprehend students' knowledge and reasoning abilities.

As for the Foreign Language exam, the concern, expressed in the section of "MA Linguistics" is even more valid in the given case, as no language course is offered in the curriculum to enhance the level of English for those in need of such improvement. Thus, the program must ensure that its students have adequate competence in a foreign language. The title of the program, Comparative Studies of Literature, and its content highlight the aspiration of the program towards internationalization, which makes a good command of English a vital prerequisite for its success.

Description and Analysis – Programme 4 (The Doctoral Educational Programme of Philology, Level 8)

The doctoral programme is intended for students who have received a master's degree and want to deepen their knowledge in philology.For participation in the contest, the candidates for doctoral programs are required to provide an abbreviated annotation of the Ph.D. research project and consent of the supposed scientific supervisor.

The competition for admission to doctoral studies includes a) evaluation of submitted documentation and b) exams in a specialty (interview) and foreign language (English, German, and French). The

doctoral candidate is required to know a foreign language at least on the B2 level. A doctoral candidate who wishes to study in a Georgian-language programme and whose native language is not Georgian will present a certificate confirming the B1 level of the Georgian language (if applicable) or will pass an exam in the Georgian language.

Before the on-site visit, preliminarily working with documents, the experts discovered a certain discrepancy: different documents mentioned the different levels of the Georgian language as a prerequisite for admission of non-native speakers. As it was clarified during the interviews, they have updated the required level: it used to be A2 (still mentioned in some documents, due to a mechanical mistake), but nowadays it is B1. B1 level still does not seem sufficient for the Doctoral program, as the students will have to write their papers in Georgian, although there is a risk that a higher CEFR level will lead to a scarcity of entrants. During the interviews, it was clarified that they offered individual courses in the Georgian language to those foreign students whose Georgian needed improvement/conducted some of the lectures in English, although some of their overseas doctoral students were the graduates of Georgian BA/MA programs and their competence of Georgian was high. The foreign graduate of the program also confirmed during the interview that she was helped in enhancing her knowledge of Georgian.

Additional requirements for enrollment in this programme may be determined by the decision of the Academic Council and doctoral programmes. The procedure for admission to doctoral studies is regulated by the resolution of the Academic Council of BSU.

Evidence/Indicators

1. On the approval of the regulation of the educational process of BSU on making changes to the Resolution No. 111 of the Academic Council of BSU dated October 8, 2015. Resolution No. 06-01/39. 03 June 2022. see Link: https://www.bsu.edu.ge/text_files/ge_file_16845_1.pdf;
2. Order of the Minister regarding the procedure for enrolling students without unified national exams, see link http://www.mes.gov.ge/uploads/224.pdf; The current rule of BSU regarding the rule of enrolling students without unified national exams
3. BSU website
4. The SER
5. Programs
6. Interviews
7. The website of the Faculty of Humanities. See link https://www.bsu.edu.ge/text_files/ge_file_382_1.pdf

General recommendations of the cluster:

General suggestions of the cluster:

Recommendations and suggestions according to the programmes:

Programme 2 (The Master's Programme "Linguistics")

Recommendation(s):

Suggestion(s): We suggest bringing the foreign language exam test in compliance with CEFR B2 standard or setting the level, more compatible with the difficulty of the test.

Programme 3 (The Master's Programme "Georgian Literature and Comparative Studies of Literature")

Recommendation(s):

Suggestion(s): We suggest bringing the foreign language exam test in compliance with CEFR B2 standard or setting the level, more compatible with the difficulty of the test.

Programme 4 (The Doctoral Educational Programme of Philology)

Recommendation(s):

Suggestion(s): We suggest setting B2 level of Georgian as a prerequisite for non-native speakers' admission, or making the intensive course of the Georgian language an official elective part of the program's learning component.

....

Evaluation

Please, evaluate the compliance of the programme with the component

Component 2.1 Programme admission preconditions	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Philo, BA)	☒	☐	☐	☐
Programme 2 (Ling, MA)	☒	☐	☐	☐
Programme 3 (CompLit, MA)	☒	☐	☐	☐
Programme 4 (Philol, PhD)	☒	☐	☐	☐

Programme ensures the development of students' practical, scientific/research/creative/performing and transferable skills and/or their involvement in research projects, in accordance with the programme learning outcomes.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

After reviewing the correspondent documents and the interview results, we can state that all the programmes grouped in a cluster, in accordance with their level of study, put special emphasis on the development of practical, scientific research, and transferable skills of their students. It is especially noteworthy how well the extracurricular activities (summer schools in Literature, in Digital Humanities) are used to build up these skills, alongside a number of theoretical and practical courses, incorporated into the curriculum of all four programs. The ratio of theoretical and practical courses is well-balanced, starting from the BA program, where the students are provided with essentialtheoretical courses, such as "Literature study theories, methods, schools," "The history of literature studies and the theory of the literary text" and others, continuing with two MA programs, where the share of theoretical component is increased and the content becomes more complex, and ending with Doctoral program, where the theoretical-research component is, naturally, dominating and the students acquire a good command of modern theories and methods of scientific research.

Depending on the learning outcomes of the training courses, in order to develop practical, basic research and transfer skills, the ratio of theoretical teaching and practical activities is taken into account in the syllabi of the training courses. Each course provides corresponding methods and activities to enhance these skills. In order to develop practical skills, the students have to prepare abstracts and/or presentations in most of the courses.Different learning and teaching methods enable the students to use their theoretical knowledge to solve a practical problem and develop skills of independent thinking, listening to the opponents, and considering alternative points of view.

The educational/professional practice embedded within the programs helps to strengthen and deepen the theoretical knowledge received by the students within the educational programme; to implement theoretical and practical aspects of knowledge in a real work environment.The students are developing practical habits while performing work and achieving necessary competencies, gaining experience in a real working environment.

As it is evident from SER and Program descriptions, the educational programmes grouped in a cluster allow students to engage in research projects at all three levels of higher education through the completion of a bachelor's/master's/doctoral thesis. The requirements for the theses on all three levels of the study are stipulated in the corresponding syllabi/regulations. As the interviews made it clear, students work on their theses under the close guidance of their supervisors. In addition, BSU has

developed a procedure for announcing a competition, presenting student works, and evaluating, selecting, and awarding students via the students' annual scientific conference.

According to the SER, the student scientific conference serves several purposes: a) systematization of the knowledge gained in the learning process, further development of field knowledge, practical and creative skills; b) acquisition and development of scientific and research skills; c) encouragement of young researchers. Participants of the conference can be BA, MA, and doctoral students of BSU. The decision on the participation of students from other higher educational institutions is made by the BSU rector. The supervisor of a scientific paper can be an academic or scientific official representative of BSU, an emeritus, a doctoral student of BSU who has completed the training component, as well as invited staff (specialist/representative of the teaching staff). It is possible for one person to supervise three scientific papers at the same time. Thestudents of BSU form the organizing committee, which ensures the organization of the conference.

The Faculty of Humanities periodically (every 2 or 3 years) holds scientific conferences for doctoral students, 3 conferences of doctoral students of the faculty have already been held, and the fourth conference of doctoral students is planned to be held in the current academic year. The proceedings of the conference are published.

Students canconduct research using the material and technical base of BSU. The practical and scientific-research activities of the student are guided and evaluated by a competent person in the field. For the implementation of educational and professional practice, cooperation memoranda (2.2.5) have been signed with state structures, educational, research, archival, and museum institutions, stipulating the principles and mechanisms of cooperation in this direction.

BSU has a regulationforthe submission and financing of student initiatives and projects, developed on the basis of the Law of Georgia "On Higher Education" and the statute of BSU. The purpose of the regulation is to prescribe the decision-making procedure regarding the submission and funding of students' (individual and/or joint) initiatives and projects. The initiative/project presented in order to obtain funding can be educational, scientific, cultural, or sport-themed. In order to discuss and make decisions about the funding of student initiatives and projects, a council (consisting of at least 5 members, including one member from the BSU student service and support service) is established by an individual administrative-legal act (order) of the rector. The head of the administration of the BSU, upon the submissions of the permanent council, makes a decision on the expenditure and use of the necessary financial and material resources for the implementation of initiatives and projects promoting educational, scientific, cultural, sports, or public activities, corresponding to the goals and functions of the university, within the relevant resources of the BSU. BSU student initiatives/projects can be submitted at any time during the calendar year, at least 2 (two) months prior to the respective initiative/project implementation.

description and analysis according to the education programmes

Description and Analysis - Programme 1 (Georgian Philology Undergraduate Educational Programme, BA, Level 6)

The educational courses of the undergraduate educational programme of Georgian philology are coherent and well-balanced to provide its students with practical and transferable skills along with theoretical knowledge. Different methods of learning and teaching allow the student to use theoretical knowledge to solve a practical problem. It helps the student to develop the skills of independent and critical thinking, analysis and conclusion, listening, and considering different points of view. In accordance with the learning outcomes of the training courses, in order to develop practical skills, the syllabi of the courses take into account both group work and theoretical teaching, preparation of essays, and presentations. In the programme, training courses serve to develop academic writing skills and, accordingly, scientific research skills: "Fundamentals of academic writing"; "New Georgian language 1-6", history of Georgian literature of different periods, "Fundamentals of literary text analysis" and others. Working on a bachelor's thesis also helps the student to develop their research skills.

Participation in the Students' Scientific Conference, held annually at BSU is an additional chance for the enhancement of scientific research skills. According to SER,"in 2012-2022, about 80 students of the undergraduate programme of Georgian philology took part in the students' university scientific conference." A rule of submission and financing of student initiatives and projects at BSU, as well as the participation in summer schools of BSU, offers more incentive for the development of various transferable skills.

Description and Analysis - Programme 2 (The Master's Programme "Linguistics,"Level 7)

The MA program of Linguistics focuses on the consistent development of its students' practical and transferable skills along with theoretical knowledge. Various methods of learning and teaching allow students to use theoretical knowledge to solve practical tasks. In order to develop practical skills in accordance with the learning outcomes of the training courses, the course syllabi include both group work and theoretical teaching, such as preparation for essays, and presentations. The following courses of the program serve to develop academic writing skills and, accordingly, scientific-research skills: "Academic writing for master's students"; "Linguistic research methods", "corpus linguistics" and others. Finally, while working on a master's thesis students unite their theoretical and practical competence and acquire scientific-research capacity, corresponding to the MA level.

After completing the educational programme, the graduate has well-developed relevant practical skills provided by the programme, the ability to determine the needs of further study, and strategic approaches to continue studying at the next level of higher education.

Description and Analysis - Programme 3 (The Master's Programme "Georgian Literature and Comparative Studies of Literature," Level 7)

Alongside the balanced theoretical/practical components within the programme and well-chosen teaching-learning methodsthat enable the students to develop their practical-scientific skills, we must highlight extra-curricular activities, initiated within the frames of the program. The program sees Georgian literature(and literature in general) as something that "has long gone beyond the autonomous scope of artistic reality, and it is considered a form of description and problematization of various dimensions of human existence." Thus, the program is structured to highlight the internal connection between the realms of literature, translation, and scientific research.Taking into consideration not only the academic, but also the social importance of these spheres of knowledge, the program provides its students with valuable transferable skills through participation in such extra-curricular activities, as a Seasonal School of Research of Georgian Literature and Literary Processes; a Literary Club; and a long-standing Summer School of Digital Humanities at BSU. According to the interviews with students, they are not only passive listeners of the schools, but they also participate in their organization and are actively involved in the learning process. Simultaneously, they have a chance to listen to the eminent Georgian and foreign representatives of the field. The proceedings of these activities are printed, which gives students additional motivation, e.g. we can see the winning essays from the contest, conducted within the frames of a "Seasonal School of Research of Georgian Literature and Literary Processes" published on "Arili" e-page (http://arilimag.ge/); the "Materials of the Literary Club" were published by BSU Publishing House in 2019; Batumi International Summer School "Digital Humanities, Electronic Documentation of Language and Culture" was funded by a grant of the Ministry of Education, Culture and Sports of Adjara during years (2015, 2016, 2017, 2018, 2019, 2020, 2021) and so on. Such activities not only assist students in the development of their practical, scientific/research/creative/performing, and transferable skills, but make them see literature as a living, breathing organism, as the animated process that is going on "here and now" and increase their love towards their profession, their motivation to represent Georgian literature as the part of the world literary process, and, in addition, raise awareness about BSU.

Programme 4 (The Doctoral Educational Programme of Philology)

According to SER, "a doctorate is primarily research, which uses the learning component and transferable skills development activities not as the main, but as an auxiliary, supporting tool".Hence, the focus here is on the development of scientific-research skills and in this perspective, the program can be seen as the acme of the cluster. Alongside the research opportunities, the program offers its students a training component for the development of transferable skills, mechanisms promoting professional and personal development, the possibility of obtaining international experience in various forms, etc.

Doctoral students can carry out research using the material-technical base of BSU. In the process of practical and scientific-research activity, the student is guided and evaluated by a competent person in the field. For the implementation of educational and professional practice, memoranda of cooperation

have been signed with state structures, and educational/research institutions, which provide for the principles and mechanisms of cooperation in this direction.

1. **Evidence/Indicators**Educational programmes, study course syllabi (Appendix 1:1-4).
2. Regulations for holding a student university scientific conference at BSU, decision of the representative council No. 02 of February 26, 2018.see https://bsu.edu.ge/text_files/ge_file_9713_1.pdf
3. Decision No. 03 of February 26, 2018 of the Representative Council on establishing a one-time incentive monetary reward for participation in various events by university students at BSU. See https://bsu.edu.ge/text_files/ge_file_9640_1.pdf;
4. Rules for submitting and financing student initiatives and projects at BSU. Resolution No. 01 of the Representative Council of April 25, 2017. see https://bsu.edu.ge/upload/initiativebi_da_proeqtebi_2017_2018.pdf
5. http://arilimag.ge/
6. https://bsu.edu.ge/main/page/16891/index.html?fbclid=IwAR2cU2XKbCoss7wdar6LbB69p01wWbDM7eW_uzb4AJT6VPuHwJdPDfr5hyI
7. https://www.facebook.com/BSUBatumi
8. https://www.facebook.com/BSUBatumi/photos/?tab=album&album_id=3171365452958621
9. https://ajaratv.ge/video/11689?page=31
10. The SER

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General recommendations of the cluster:

General suggestions of the cluster:

Recommendations and suggestions according to the programmes:

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Evaluation

Component 2.2.The Development of practical, scientific/research/creative/performing and transferable Skills	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Philol, BA)	☒	☐	☐	☐
Programme 2 (Ling, MA)	☒	☐	☐	☐
Programme 3 (CompLit, MA)	☒	☐	☐	☐
Programme 4 (Philol, PhD)	☒	☐	☐	☐

The programme is implemented by using student-centered teaching and learning methods. Teaching and learning methods correspond to the levelof education, course/subject content, and learning outcomes and ensure their achievement.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The teaching and learning methods of all four programmes, grouped in the cluster are student-oriented and in compliance with the level of the program, the content, and the structure of the courses, and guarantee the achievement of the learning outcomes. The teaching process is conducted in the forms of lectures and seminars; Implementation of the programmes is based on classroom, educational practice, and independent work of the student. Taking into account the goals and results of the programme, teaching is carried out using different methods in each training course. The interviews with BA, MA, and Ph.D. students confirmed that the lecturers use versatile methods that make the lectures especially interesting. They all mentioned the interactive character of the lectures/seminars.

According to the SER, "[t]he working group was created for the purpose of developing the programme, taking into account the specifics of the educational programme and with the mutual agreement of the participating personnel, determining the teaching and learning methods, which are equally focused on theoretical (verbal or oral, discussion/debate, explanatory, written work methods), practical (action-oriented teaching, demonstration method) and general (group/teamwork, and sectoral (case analysis, project preparation, analysis, independent work on a book/source) on adequate assimilation of educational material."

During the interviews, the staff members mentioned the training they have undergone on modern methods. The programmes use the following teaching/learning methods: discussion/debate; the explanatory method; cooperation and collaboration; case study; demonstration; usage of video-audio materials; critical analysis; presentation and defense of discussion-debating topics; group assignments; projects; assignments focused on problem-solving;brainstorming; induction; deduction; quiz; didactic method; verbal methods (narration, conversation); analysis and synthesis; writing method; written assignment; text work/text reading and commenting/interpretation/critical and theoretical analysis; situational analysis; question-and-answer method; audiovisual method; mutual evaluation;working on a book; RAFT; CAP; PBL; Role-playing and situational games; free writing; corpus-based linguistic research method; method of drawing charts and diagrams and others. During the interviews staff members mentioned their academic independence in choosing the relevant methods for their courses. They are equally independent to choose a variety of assessment methods.

According to the SER, students' assessment is both summative and formative (giving feedback). From the point of view of perceiving and understanding the material, the method of verbal or oral teaching and

the method of written work are used, which involves the following types of activities: making extracts and notes, summarizing the material, developing a project, drawing up theses, writing a report, etc.

The monitoring of the correct selection of the mentioned methods is carried out both in the development of the subject-educational programme and in the process of its development, and the effectiveness of their use in the educational process is determined directly through the monitoring of the educational process.

Resolution No. 06-01/54 of July 14, 2022, of the Academic Council "On approval of the rules for developing, approving and ensuring the development of educational programmes of BSU" provides for the mechanism of drawing up an individual curriculum for students with special educational needs, which implies the smooth involvement of students in the educational process. During the interviews, the Ph.D. program supervisors mentioned the individual plans for overseas Ph.D. students, who required additional intensive Georgian language classes. The students were also aware that the university provides an individual curriculum for students with special educational needs, although none of them had used this option. During the interviews,the experts mentioned that in some syllabi of different study levels (BA; MA; Ph.D.) we see the repetition of similar methods, but the interviewees explained that the difference lies in the level of complexity of the material and the technique of the given methodology. The experts also mentioned that it is desirable to provide more detailed information in syllabi about the presentation, such as the choice of the topic (in agreement with the lecturer/independently/from the list, provided by the lecturer, etc.), exact deadlines, necessary visual aids, allotted time, the penalty in case of plagiarism/overlapping, etc.

After the examination of the SER, relevant documentation and results of the interviews, we can agree that the organization of the teaching process is aimed at the use of such methods that ensure the achievement of knowledge, skills, and competencies relevant to the academic degree awarded.

Evidence/Indicators

1. The SER
2. Educational programme (Appendix 1:1-4);
3. Syllabus of study courses (Annex 1:1-4);
4. CVs of the staff implementing the programme (BSU website) www.bsu.edu.ge; BSU website: https://bsu.edu.ge/sub-8/academic-staff/9/index.html

(Appendix 5)

Recommendations and suggestions according to the programmes:

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.3. Teaching and learning methods	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Philo, BA)	☒	☐	☐	☐
Programme 2 (Ling, MA)	☒	☐	☐	☐
Programme 3 (CompLit, MA)	☒	☐	☐	☐
Programme 4 (Philol, PhD)	☒	☐	☐	☐

2.4. StudentEvaluation

Student evaluation is conducted in accordance with the established procedures. It is transparent, reliable, and complies with existing legislation.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The assessment methods of the programmes, grouped in the cluster ensure the active involvement of a student in the studying process. The assessment is multi-component, transparent, and mostly differentiated.Being formative, it allows students to learn about their academic performance, strengths, and weaknesses. The interviews with the students of all clustered programmes demonstrated that the students are informed about the evaluation system. The surveys of the BSU portal contain questions about the organization of the exams and the transparency and fairness of the evaluation. Both the surveys and interviews show that the majority of students highly evaluate the organization of the exams, the transparency and fairness of evaluation.

Students' assessment is in compliance with the Order №3 (2.4.1) of the Education and Science Minister, of January 5, 2007, and with the Rule for Study Process Management of BSU Bachelor's and Master's Educational Programmes approved by the Resolution №111, October 8, 2015, by Batumi Shota Rustaveli State University Academic Council.

By Decision of on April 5, 2017, of the Academic Council the following changes were made to the Rule of Student Evaluation:

a)the evaluation methods to be used in each evaluation component, evaluation criteria, and the manner of accumulating the corresponding points are determined by the syllabus of the educational component;

b) the midterm exam must be conducted in written form, and the final exam - only in written (not only test-based), or in combined (written and oral) form.The share of the written part should be at least 50% of the total exam grade. In exceptional cases, through the evidence-based reporting of a professor/teacher, it is allowed to conduct the final exam only in oral or test-based form

c) Depending on the specifics of the study course, the final exam may include:

      1) Theoretical topics - each question is evaluated with a maximum of 5 points.

      2) Practical assignments - Each assignment is evaluated with max. 5 points;

      3) Situational tasks - each task is evaluated with max. 5 points;

4) Open, closed, or/and multiple-choice tests -are evaluated due to the "c" and "d" subparagraphs of paragraph 4 of this Article - open/multiple-choice test is evaluated with max. 1 point; a single-answer closed test is evaluated with max. 0,5 point.

5) Other types of assignments - each assignment is evaluated with a maximum of 5 points.

This regulation seems restrictive in the case of theoretical topics, the specifics of the majority of philological courses require at least 10 points for each theoretical question, which requires an in-depth analysis, thus, it would be preferable to change this distribution.

Student evaluation at BSU is carried out according to the established procedures and includes the following components: ongoing evaluation, mid-term and final examinations. The current Rule for Evaluation of Student Learning Outcomes at BSU allows professors and teachers to select different methods and evaluations of learning outcomes, based on the field specifics. According to the mentioned rule, a student's final evaluation is a sum of midterm and final evaluations. In turn, the midterm evaluation includes ongoing evaluations, midterm exams, and other components of evaluation that should be selected on the basis ofthe field specifics. The final exam is held in a combined manner. The maximum evaluation of the study course is 100 points, of which 60 points are assigned to the midterm evaluation (midterm exam - 20 points, and the ongoing evaluation - 40 points) and the final exam - 40 points. Such distribution seems commendable: 40 points for ongoing evaluation results in the versatility of tasks and methods, employed by the lecturer and enhances students' motivation to participate in all components of the ongoing evaluation. BSU has also established the minimum competency threshold for

the midterm evaluations: The minimum competency threshold for the final evaluation is 35% (in the case of 60 points - 21 points), minimum competency threshold for the final exam - 50% (in the case of 40 points - 20 points).

The components of midterm and final evaluations are oral/written exams, oral/written/tests, practical/theoretical work, etc. Midterm and final exams are conducted in a combined manner, in written form. The test includes closed and open questionsand different types of assignments. The syllabi of all four programs contain multiple forms of evaluation, in compliance with the rule of academic freedom, but a number of them do not break down the scores for each component. It might be understandablein the case of 2-3 points, but when the difference is above 3 points, a special rubric must be included in the syllabus, showing the exact differentiation between the grades. (A couple of examples from the programs:

- BA Georgian Philology: BA Thesis: 100 points are divided in the following way: a) evaluation of the working process by the supervisor (max. 30 points-no breakdown); b) evaluation by the reviewer (max. 30 points – no breakdown); c) public defence (40 points: divided as follows: academic level-15 points; argumentation on conclusions and participation in discussion 15 points; presentation skills- 10 points; again, no breakdown of the scores); Dialectological and Folklore Practice (Field activity- 20 points (10/10-recording of folk material/recording of dialectic material- no breakdown); working on obtained materials- 20 points (10/10); final exam); Introduction into Kartvelology (oral presentations during the seminars)

- MA Linguistics: MA Thesis evaluation; Text Linguistics (written task, final exam); The Noun in the Georgian Language(midterm/final exams); The Verb in the Georgian Language (midterm/final exams)

- MA Literature:Postcolonial translation studies and Georgian text (midterm and final exams-theoretical questions); Intertextuality in XIX century Georgian literature (midterm/final exams); Near East and Georgian Secular Writing (midterm/final exams)

- Ph.D. Philology: Contemporary Translation Studies in the Crossdisciplinary Context (final exam-a description of the conducted mini-research (10 points)); Text and research method (midterm/final examination); Structural analysis of a literary text (midterm/final examination).

In order to ensure equal and fair approaches to the assessment of learning outcomes, according to the BSU instructions for Conducting Exams (2.4.4), the lecturer/teacher gets the encoded exam papers for evaluation. The lecturer is obliged to make written comments on the graded paper, an explanation, and feedback through which criteria the student's work was evaluated with the appropriate score. The provision of written feedback on every paper seems as a very extensive workload for the teacher/lecturer, especially in the case of the BA program, where the students are far more numerous and it will inevitably prolong the evaluation process; thus, the experts suggest that a detailed explanatory rubric for evaluation, included in syllabi, will make such written comments unnecessary and simplify the process of evaluation.As the interviews proved, the students get feedback on their work.

The final exam is a summative assessment, summarizing a student's achievements. The overall distribution of the final exam results is mostly realistic, although the analysis of BA program Portal statistics shows some discrepancies in certain subjectswhere a high number of the students were not eligible for the exam, or did not receive amedium/high grade. This can be explained by the high workload in these subjects or by the fact that due to the low credits for a number of subjects the students have to study more courses and pass 7, or even more exams per term (as highlighted during the interview).The figures differ according to terms, as well: in odd semesters the percentage of students in the range from "not eligible" to 24 points fluctuates between 17-30 %, whereas the similar index for even semesters fluctuates between 40-50%. The overall grades are higher for MA programs, which can be easily explained by the contingent of the students.

The procedure for completing and evaluating a bachelor's thesis:

The bachelor's programmeincludes the bachelor's thesis in order to develop research skills. The student must submit the bachelor's thesis according to the requirements set by the syllabus, electronically (PDF format).

In the relevant semester, no later than the 13th week, a student is obliged to upload the paper to the Moodle platform, which will be checked both by the anti-plagiarism programme,and by the student's academic supervisor. In the case of a high degree of similarity (more than 40%, but not more than 80%) of the bachelor's thesis with another thesis, a supervisor indicates the relevant comments on the Moodle platform. A student is obliged to re-upload the revised bachelor thesis no later than the 15th week. In case of finding more than 80% similarity in the paper in case of initial submission or more than 40% similarity in case of repeated submission, the paper is evaluated with "0" score (F – failed). During the interview with QA, it was clarified that even 1 percent of direct plagiarism automatically means the dismissal of the paper. The fact that after detection the level of similarity is evaluated by the supervisor fully protects students' interests and prevents possible mistakes.The public defense of the bachelor's thesis is carried out in the 18th week, 100 points are determined for the overall assessment, which includes the following: a) Evaluation of the work on the bachelor's thesis - maximum 30 points (assessed by the supervisor); b) Reviewer's evaluation - maximum 30 points; c) Presentation of the work at the public defense - maximum 40 points. Such distribution allows the evaluators to cover the full process of writing the thesis. It is mandatory for a student to defend a Bachelor's thesis. The criteria for assessing the public defense are a) Academic level of the topic - 10 points; b) Argumentative conclusions and participation in the discussion - 15 points; c) Presentation ability - 10 points. Each member of the commission evaluates the student's presentation according to the criteria defined by the syllabus. The final grade is determined by the arithmetic average of the points assigned by each member. The student's final assessment by the thesis supervisor is reflected in the electronic management system of the educational process

Assessment of a Master's thesis

The Master's thesis is evaluated by a 100-point system. Reviewer's assessment - maximum 40 points, Commission's assessment - maximum 60 points.(A master's student will be admitted to the defense if the reviewer evaluates his/her thesis with at least 21 points)

Criteria for the evaluation of the reviewer (Actuality- max. 5 points; Research methodology- max. 10 points; Literature review and theoretical component – max. 10 points; Analysis and argumentative skill- max. 10 points; Formal and language-stylistic part of the work – max. 5 points) and the Commission (Research's scientific quality - maximum 20 points; Argumentative and summarising skills - max. 20 points; Formal and language-stylist part of the work - max. 5 points; Visual aspect of a work and the student's presentation skill - max. 5 points; Communication skills - 10 points) are balanced and well distributed into components, but each component, as well as the components of above-mentioned BA thesis require explanatory rubrics that will demonstrate the exact distribution of the points.

The MA student will be awarded the appropriate credit if the predetermined minimum threshold is exceeded (at least 51 points). We think that the existence of barriersto reviewers' and commission evaluations is a valid decision, raising the student's motivation and responsibility while working on a thesis.

A master's student will be admitted to the public defense after completing the study component in full and passing the procedure of preliminary defense of the master's thesis. In case of plagiarism committed by a student during the educational process (ongoing, midterm, and/or final exam period), the relevant staff (academic, scientific and/or invited) will give the student a negative grade of "0" and officially refer to the Dean of the Faculty for further reaction. To detect plagiarism, BSU has an e-learning portal where the writings are uploaded for checking. The MA works, demonstrated during the site visit complied with the requirements of the MA Syllabus and represented the students' original approach toward the actual topics.

Different evaluation rule is used for several components of the doctoral educational programme - an assistantship to a professor, seminars, and doctoral thesis:

An **assistantship to a professor** is evaluated by a 100-point system. In case of getting less than 51 points, a doctoral student has failed. The experts discovered a violation of the current Rule for Evaluation of Student Learning Outcomes at BSU: there is a single evaluation of assistantship and it does not contain the component of final evaluation (as it is a part of the study component of the program, it is necessary to have two forms of evaluation: midterm and the final evaluation); the problem was highlighted during the interview with QA representatives and they agreed that the form of evaluation must be diversified.

The doctoral seminar (in the field and subfield) is evaluated with a 100-point system (60 points –for content and 40 points –for presentation).

Research components consist of a collocquium (two colloquiums, including the report of the doctoral student, a presentation, and a discussion of the review and conclusion of the scientific supervisor.)andan

approbation, which includes the report of the doctoral student, submission of reviews and the conclusion of the scientific supervisor, discussion, and evaluation (positive - admission to public defense/negative – the return of the thesis for revision/correction of errors).

The prerequisites for submitting a dissertation for public defense (described in "BSU Doctorate Statute, Chapter 12) are valid and include a) at least three publications on the topic of dissertationin a refereed/peer-reviewed electronic or printed journal abroad or in Georgia and registered in the appropriate international classification, or in a relevant international scientific journal or in the materials of an international scientific conference, including one article in a journal indexed in Web of Science (Clarivate Analytics), ERIH PLUS (European Reference Index of the Humanities), Scopus databases; b) a foreign scientific co-supervisor along with the Georgian one; or by the decision of the Dissertation Council, a foreign evaluator of the dissertation with relevant qualifications and academic degree; or an international review of a shorter version of the dissertation (Abstract). For the internationalisation of dissertations in the field of humanities, in particular, in the case of Kartvelian and Caucasian Studies, it is sufficient to send an English-language auto-abstract to the leading foreign universities and scientific-research centers. According to the interview with PhD thesis supervisors, the works of the BSU doctoral students receive highly positive reviews from eminent foreign scholars. The samples of such reviews were demonstrated during the site visit.

The defense of the doctoral dissertation is public and open. The doctoral thesis and abstract/summary in Georgian and English are public and accessible to everyone; The public defense of the dissertation ends with its assessment. The doctoral student is required to to post a statement about the absence of plagiarism in the thesis after the title page. The assessment criteria are valid and contain the following components: a) the relevance of the research topic;b) appropriate level of use of research methods;c) compliance of research with subject and object; d) scientific novelty;e) contribution to the development of the discipline;f) justification of the possibility of practical realisation of the research outcome. The evaluation

BSU doctoral student is awarded the Academic Degree (Ph.D.) by the relevant Dissertation Council of the Faculty. The formation of the awarded academic degree takes place in accordance with the qualification formation rule established by the national qualifications framework - with the indication of directions or/and field/specialty.

Evidence/Indicators

1. Order No. 3 of the Minister of Education and Science of January 5, 2007. see Link: https://www.matsne.gov.ge/ka/document/view/68458?publication=0;
2. Resolution No. 06-01/39 No. 06-01/39 of June 2022 of the Academic Council of BSU on amending Resolution 111 of October 8, 2015, of the Academic Council of BSU . Link: https://www.bsu.edu.ge/text_files/ge_file_16845_1.pdf;
3. Resolution No. 20 of April 5, 2017 of the Academic Council of BSU "On approval of the regulation of the educational process of undergraduate and master's educational programme s of BSU" on making changes and additions to Resolution 111 of October 8, 2015 of the

Academic Council;

4. Study course syllabi (Appendix 1: 1-4);

5. The SER

6. Interviews

7. Student guide. The full version of the Acts is posted on the website of the BSU - www.bsu.edu.ge as appendices of the guide. see Link: https://www.bsu.edu.ge/main/page/2-269/index.html;.

General recommendations of the cluster: We recommend including explanatory rubric section in every syllabus, providing the precise distribution/breakdown of the points.

General suggestions of the cluster:

Recommendations and suggestions according to the programmes:

Evaluation

2.4 StudentEvaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Philo, BA)	☐	☒	☐	☐
Programme 2 (Ling, MA)	☐	☒	☐	☐
Programme 3 (CompLit, MA)	☐	☒	☐	☐
Programme 4 (Philol, PhD)	☐	☒	☐	☐

Compliance of the programmes with the standards

2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Philo, BA)	☒	☐	☐	☐
Programme 2 (Ling, MA)	☒	☐	☐	☐
Programme 3 (CompLit, MA)	☒	☐	☐	☐
Programme 4 (Philol, PhD)	☒	☐	☐	☐

3. Providing Teaching Resources

Human, material, information and financial resources of educational programme/educational programmes grouped in a cluster ensure the sustainable, stable, efficient and effective functioning of the programme and the achievement of the defined objectives.

1. Student Achievements, Individual Work with Them

The programme ensures the creation of a student-centered environment by providing students with relevant services; promotes maximum student awareness, implements a variety of activities and facilitates student engagement in local and / or international projects; proper quality of scientific guidance and supervision is provided for master's and doctoral students.

3.1 Student Consulting and Support Services

Students receive consultation and support regarding planning of the learning process, improvement of academic achievement, and career development from the people involved in the programme and/or structural units of the HEI. A student has an opportunity to have a diverse learning process and receive relevant information and recommendations from those involved in the programme.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

Students receive guidance from each professor if needed. Professors are free regarding the consultation and students can contact them anytime and directly ask for any information related to their courses.
Students receive guidance and assistance in regards to their academic planning, enhancing their academic performance, finding employment, and furthering their professional careers.There is a powerful learning management tool called Portal that enables efficient communication between students and professors. This tool is extremely helpful in providing support for both parties.

Students at this institution receive regular updates about conferences, scientific projects, scholarship opportunities, job openings, and other events that they may want to participate. This helps them stay informed and make the most of their academic and professional opportunities.

The university regularly hosts conferences and summer schools in Kartvelology that allows students to interact with leading figures from other institutions and be a part of the scientific community. These activities provide valuable opportunities for students to learn and grow.

The university facilitates students' integration within the campus community. The universities library has a large collection of resources, including a significant number of digitized books. In addition, students can use the library to access books from other libraries, providing them with a wide range of materials to support their studies.

Students at this institution have the chance to join folklore and dialectological expeditions, which helps them build both scientific knowledge and practical skills and experience. These types of experiences can be very enriching and valuable for their personal and professional development.

The university provides an opportunity for young foreign researchers interested in Kartvelology to participate in their Ph.D. program, which is a very positive development. However, it would be very helpful if these researchers had the option to take Georgian language courses at the B2 and C1 levels. This would allow them to write their papers in Georgian without too much language difficulty and better engage with the Georgian academic community.

Evidence/Indicators

1. Interviews with students and graduates
2. Interviews with academic staff
3. Site visit
4. Enrolment procedures (Ph.D)

General recommendations of the cluster:

General suggestions of the cluster:

Recommendations and suggestions according to the programmes:

Programme 4 (Philology, Doctoral Studies)

  Recommendation(s):

  Suggestion(s): BSU allows foreign students to enroll in their Ph.D. program with only B1 proficiency in Georgian. It would be beneficial for these students if they had the opportunity to take B2 and C1 level Georgian language courses while they are writing their papers in Georgian.

Evaluation

Component 3.1 Student consulting and support services	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Philo, BA)	☒	☐	☐	☐
Programme 2 (Ling, MA)	☒	☐	☐	☐
Programme 3 (CompLit, MA)	☒	☐	☐	☐
Programme 4 (Philol, PhD)	☒	☐	☐	☐

3.2. Master's and Doctoral Student Supervision

➢ A scientific supervisor provides proper support to master's and doctorate students to perform the scientific-research component successfully.

➢ Within master's and doctoral programmes, ratio of students and supervisors enables to perform scientific supervision properly.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The number of students and supervisors within the master's and doctoral programs is regulated according to documentation, which helps ensure that scientific supervision is conducted properly. Students reported being very satisfied with the support and expertise provided by the academic team during this process.

The academic staff are qualified experts in their fields and have experience teaching and guiding students. The supervisor of the dissertation is chosen based on their research experience in the relevant area.

The university provides clear and comprehensive information about the process of supervising theses. Students confirmed that they have active communication with their supervisors, whether it is in person or online, which means that communication channels at this institution are effective and students feel that they can easily reach out to their supervisors.

Ph.D. Students are expected to publish their work in international peer-reviewed journals, and they have the opportunity to apply for funding to cover the costs of publishing in these journals. This helps students get their work out into the scientific community and helps them build their professional profiles.

Overall, the University appears to have a well-organized and effective system for supporting students through the thesis process. However, there is a lack of clarity in terms of "professorial assistance" at the doctoral level, and it is not clear how students are evaluated in this field. Improving communication and transparency around these issues could help improve the quality of the academic experience for students.

If necessary, description and analysis according to the education programmes

Description and Analysis

Data related to the supervision of master's/doctoral students Programme 4 (Philol, PhD)	
Number doctoral theses supervisors	44
Number of doctoral students	25
Ratio - supervisors of doctoral theses/doctoral students	1.76

Data related to the supervision of master's/doctoral students Programme 3 (CompLit, MA)	
Number of master's theses supervisors	16
Number of master's students	3
Ratio - supervisors of master's theses/master's students	5.33

Data related to the supervision of master's/doctoral students Programme 2 (Ling, MA)	
Number of master's theses supervisors	8
Number of master's students	5
Ratio - supervisors of master's theses/master's students	1.6

Evidence/Indicators

1. Interview with students
2. Doctoral and MA Thesis regulatory documents
3. Interviews with academic stuff

General recommendations of the cluster:

General suggestions of the cluster:

Recommendations and suggestions according to the programmes:

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 3.2. Master's and Doctoral Student Supervision	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Philo, BA)	☒	☐	☐	☐
Programme 2 (Ling, MA)	☒	☐	☐	☐
Programme 3 (CompLit, MA)	☒	☐	☐	☐
Programme 4 (Philol, PhD)	☒	☐	☐	☐

Compliance of the programmes with the standards

3. Student Achievements, Individual Work with them	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Philo, BA)	☒	☐	☐	☐
Programme 2 (Ling, MA)	☒	☐	☐	☐
Programme 3 (CompLit, MA)	☒	☐	☐	☐
Programme 4 (Philol, PhD)	☒	☐	☐	☐

4. Providing Teaching Resources

Human, material, information and financial resources of educational programme/educational programmes grouped in a cluster ensure the sustainable, stable, efficient and effective functioning of the programme and the achievement of the defined objectives.

4.1 Human Resources

➢Programme staff consists of qualified persons who have necessary competences in order to help students to achieve the programme learning outcomes.

➢The number and workload of programme academic/scientific and invited staff ensures the sustainable running of the educational process and also, proper execution of their research/creative/performance activities and other assigned duties. Quantitative indicators related to academic/scientific/invited staff ensure programme sustainability.

➢The Head of the Programme possesses necessary knowledge and experience required for programme elaboration, and also the appropriate competences in the field of study of the programme. He/she is personally involved in programme implementation.

➢Programme students are provided with an adequate number of administrative and support staff with relevant competence.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

During the interviews with the key stakeholders, it was clear to the Expert Panel that the leadership of the programmes at BSU is committed to the curriculum and goals of the programme. Both programmes are staffed by academic and invited lecturers: the choice of academics and teachers appears to have been logically made according to their expertise, their involvement in the latest research, but also their real-world experience.

The balance between academic and invited staff ensures the programmes' sustainability, as is evident from curricula, programme hourly calculation, the staff list, and the rule of calculation of workload for academic and invited staff. Academic staff selection criteria described in the self-evaluation report are in accordance with the requirements of the legislation and the regulations in force at BSU. Personal files (CVs and resumes) and a list of academic and invited staff provided by the University confirm that qualifications and data are in compliance with the requirements and the number of students. All this ensures that the educational programmes' learning outcomes and the proper performance of the functions assigned to academic staff, including the implementation of research projects, are achieved.

Faculty service administrative and support staff provide complete services to students enrolled in the programmes. The teaching and research process of the programmes is tailored to the interests of the students so that they have the opportunity to incorporate other activities in line with their learning process, including part-time employment. Students have pointed out that they can have direct contact with the programme heads in both programmes. They said that other staff, including personnel in the administration who provide support for educational activities were also very helpful. To summarise, the programmes will be implemented by competent, experienced academic staff withsuitable teaching and research qualifications who possess the competencies necessary to produce relevant learning outcomes and ensure the success of all students.

Georgian Philology

Programme 1 (Georgian Philology, BA)				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[8]	Including the staff holding PhD degree in the sectoral direction[9]	Among them, the affiliated academic staff
Total number of academic staff	29	27	27	27
- Professor	11	11	11	11
- Associate Professor	12	12	12	12
- Assistant-Professor	4	4	4	4
- Assistant				

[8]Staff implementing the relevant components of the main field of study
[9]Staff with relevant doctoral degrees implementing the components of the main field of study

Invited Staff	2			–
Scientific Staff				–

Programme 2 (Linguistics, MA)

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[10]	Including the staff holding PhD degree in the sectoral direction[11]	Among them, the affiliated academic staff
Total number of academic staff	29	27	27	27
- Professor	11	11	11	11
- Associate Professor	12	12	12	12
- Assistant-Professor	4	4	4	4
- Assistant				
Invited Staff	2			–
Scientific Staff				–

Programme 3 (Comparative Literature, MA)

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[12]	Including the staff holding PhD degree in the sectoral direction[13]	Among them, the affiliated academic staff
Total number of academic staff	29	27	27	27
- Professor	11	11	11	11
- Associate Professor	12	12	12	12
- Assistant-Professor	4	4	4	4
- Assistant				
Invited Staff	2			–
Scientific Staff				–

[10]Staff implementing the relevant components of the main field of study
[11]Staff with relevant doctoral degrees implementing the components of the main field of study
[12]Staff implementing the relevant components of the main field of study
[13]Staff with relevant doctoral degrees implementing the components of the main field of study

Programme 4 (Philology, PhD)				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[14]	Including the staff holding PhD degree in the sectoral direction[15]	Among them, the affiliated academic staff
Total number of academic staff	29	27	27	27
- Professor	11	11	11	11
- Associate Professor	12	12	12	12
- Assistant-Professor	4	4	4	4
- Assistant				
Invited Staff	2			–
Scientific Staff				–

Evidence/Indicators

- Information provided by the BSU reaccreditation application package
- Interviews with academic staff
- Site visit

General recommendations of the cluster:

General suggestions of the cluster:

Recommendations and suggestions according to the programmes:

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[14]Staff implementing the relevant components of the main field of study
[15]Staff with relevant doctoral degrees implementing the components of the main field of study

Evaluation

Component 4.1 Human resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Philol, BA)	☒	☐	☐	☐
Programme 2 (Ling, MA)	☒	☐	☐	☐
Programme 3 (CompLit, MA)	☒	☐	☐	☐
Programme 4 (Philol, PhD)	☒	☐	☐	☐

4.2 Qualification of Supervisors of Master's and Doctoral Students

Master's and Doctoral students have qualified supervisor/supervisors and, if necessary, co-supervisor/co-supervisors who have relevant scientific-research experience in the field of research.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The personal details submitted by BSU included a list of academic and invited staff including their respective educational backgrounds, number of publications, classes taught and theses overseen. The topic of the Master's thesis is chosen after mutual agreement between the Master's student and his or her supervisor. Staff accommodate graduate students as much as possible to their schedule, and students can, if necessary, contact their supervisors. Students use the university's library and other resources. If necessary, the thesis supervisors will also provide the students with relevant material.

Description and Analysis - Programme 1 (Name and Level)

Describe, analyse and evaluate the compliance of the educational programme with the requirements of the component of the standard, based on the information collected through the self-evaluation report (SER), the enclosed documents and site-visit;

Evidence/Indicators

- Interviews withacademic stuff
- Site visit

General recommendations of the cluster:

General suggestions of the cluster:

Evaluation

Component 4.2 Qualification of supervisors of master's and doctoral students	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Philo, BA)	☒	☐	☐	☐
Programme 2 (Ling, MA)	☒	☐	☐	☐
Programme 3 (CompLit, MA	☒	☐	☐	☐
Programme 4 (Philol, PhD)	☒	☐	☐	☐

4.3 Professional Development of Academic, Scientific and Invited Staff

➢The HEI conducts the evaluation of programme staff and analyses evaluation results on a regular basis.
➢The HEI fosters professional development of the academic, scientific and invited staff. Moreover, it fosters their scientific and research work.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

Higher education institution regularly assesses the personnel involved in the program implementation and analyzes the results. Assessment happens in two main directions: the first is a survey sent to students via student portal at the end of each semester to inquire about their opinions on the courses covered and the professors. It is important that the portal is not only used for the survey, the results of which are available for the professors of the relevant course, but if they want to, they can leave comments and give feedback to their professors this way too.

Besides the student portal surveys, the institution has a policy of assessing academic and invited personnel. This includes assessment of pedagogic, as well as scientific-research and other academic work. Based on the assessment results, the institution implements different rewards, including financial ones.

During the interviews, it was made clear that the academic, scientific and invited personnel are acquainted with the assessment rules and criteria and the results of these.

The institution implements many events for the professional development of academic, scientific, and invited personnel, including training, summer schools, and learning courses (including ones for raising

English language proficiency). The institution finances professional development opportunities of selected personnel to provide them with knowledge about contemporary teaching methods, including the courses held abroad. If the personnel satisfies specific requirements, the institution budget includes parts, which are used to finance their participation in international projects, researches and conferences and the publishing of their articles in the international science journals.

The institution has a well-stocked library with all the necessary resources, which might be needed for academic and research work. From the campus of the university you can connect to main scientific databases (Scopus, Cambridge Journals Online, e-Duke Journals Scholarly Collection, SAGE Premier, EBSCO package).

If necessary, description and analysis according to the education programmes

Evidence/Indicators

1. Student Portal - https://portal.bsu.edu.ge/
2. International Library Databases - https://www.bsu.edu.ge/sub-15/page/266/index.html
3. Ordinance No46 on "approving the assessment policy of work of BSU academic and invited personnel", 29th of June, 2017
4. Decision №07-01/21 on "approving the professional development financing and awards for publishing scientific articles for BSU personnel", Batumi, 20th of April, 2022
5. Ordinance on "approving the contest rules on choosing state university target scientific-research project", N36, 9th of June, 2016, Batumi.
6. Assessment of personnel work (Quality of teaching and research, international mobility rate, etc.)
7. Ordinance of 18th of July of 2017 of BSU Academic Council "on approving the assessment policy of BSU scientific personnel science-research work" on changing and adding to No66 ordinance
8. Portfolios of the Personnel
9. Interviews with the university and faculty administration, heads of programmes, academic and invited personnel, students.
10. The self-evaluation report

General recommendations of the cluster:

General suggestions of the cluster:

Recommendations and Suggestions according to the programmes (if any):

Evaluation

Component 4.3 Professional development of academic, scientific and invited staff	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Georgian Philology – BA)	☒	☐	☐	☐
Programme 2 (Linguistics – MA)	☒	☐	☐	☐
Programme 3 (Georgian Literature and Comparative Literary Studies – MA)	☒	☐	☐	☐
Programme 4 (Philology – PhD)	☒	☐	☐	☐

4.4. Material Resources

Programme is provided with necessary infrastructure, information resources relevant to the field of study and technical equipment required for achieving programme learning outcomes.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The educational programs of the cluster are provided with the library, informational and digital resources, which enable them to achieve their aims and learning objectives. Library has a rich book selection and some of them, which are used in mandatory subject syllabi, are accessible to students in physical and digital form. In case of necessity, student or academic personnel can request the relevant department to digitize specific books or buy new books. Librarians always help students if they need to scan a few pages or make copies.

It is worth noting how flexible and effective the student portal is in getting students access to specific materials. Professors can upload electronic versions of the textbooks they will be covering during the semester for students, including necessary literature, additional articles and their own guides.

The educational programs grouped in the cluster also have at their disposal the Translation and Interdisciplinary Studies Centre, which is fully equipped with modern digital and material resources, including the digital lab for simultaneous interpreting studies and parallel corpus linguistics web-platform - www.corpus.bsu.edu.ge. Consequently students who are interested in pursuing translation in the future have the ability to practice.

The institution has access to international electronic library databases, including contemporary scientific periodicals and different digital resources. This is evidenced by relevant agreements. Information on these is available for everyone on the website of the university. Students and personnel both noted during the interviews that there have been no problems using the electronic databases or materials and

that the university provides training on how to use them in practice. During the visit, it became clear that the rate of using international databases is not high, which might be caused by insufficient information for students and academic personnel on how to use them or what they are used for. Therefore, it will be better if the institution directs more resources to improve this field.

Evidence/Indicators

- BSU online web portal
- Visit to the library
- Interviews with the university and faculty administration, heads of programmes, academic and invited personnel, students.

General recommendations of the cluster:

General suggestions of the cluster: It would be beneficial if the higher education institution plans more training or implements other measures to teach students and professors how to use international library databases.

Recommendations and Suggestions according to the programmes:

Evaluation

Component 4.4 Material resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Georgian Philology – BA)	☒	☐	☐	☐
Programme 2 (Linguistics – MA)	☒	☐	☐	☐
Programme 3 (Georgian Literature and Comparative Literary Studies – MA)	☒	☐	☐	☐
Programme 4 (Philology – PhD)	☒	☐	☐	☐

4.5. Programme/Faculty/School Budget and Programme Financial Sustainability

The allocation of financial resources stipulated in programme/faculty/school budget is economically feasible and corresponds to the programme needs.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The financial support of educational programs in the university is provided by the BSU unified budget, The financial sustainability of the academic educational programs operating in BSU is carried out according to the income-expenditure categories reflected in the budget of the university. In the spending part of the budget, the following are calculated: labor compensation, computer equipment to ensure the educational process, inventory, maintenance and maintenance of the existing infrastructure, and utility costs. The material and technical base is partially filled with technical equipment purchased within the framework of international projects operating at the faculty. The program self-evaluation team, in cooperation with the relevant service office, compiled the budget (primary cost estimation) of each educational program in the cluster.

The financial sustainability of the program ensured by the BSU unified budget. BSU budget for 2022 indicates financial resources devoted to each faculty (among others Faculty of Humanitarian Sciences) and finances devoted to several activities within the faculty finances. The programme's budget allocation takes into account all costs incurred by the university for training, research and maintenance. Interviews with the representatives of the university, site-visit of experts' panel and documents provided by the university indicate that the university administration is focused on ensuring sustainability of the programs, the budget has been increasing for years. University strategy involves supporting the important programs in fundamental sciences that might be struggling to support themselves.

The programmes in the cluster are self-sufficient in terms of salaries. The BSU budget document give information that the overall budget ensures the remuneration of the academic staff and invited lecturers involved in the implementation of the programmes, and improvement of the material base of the programmes. It can also support the participation of the academic staff implementing the programmes in various international capacity building activities and students in various international scientific activities. The BSU budget provides readiness for continual renewal and includes costs for the improvement of literature. The program budgets are tuition fee-based and aim to create regional, national and international interest over time which will support the financial sustainability of the programmes. Estimation of the primary costs of each individual programmes in the cluster based on the "Rule for setting tuition fees for BSU educational programs" approved by the decision of the BSU

Representative Council of July 15, 2021 N 07-01/36. Indirect costs in the budget of each individual educational programme (costs related to program implementation and development) are 40% of revenue. It is important to consider that BA and MA programs are subsidized by the government which is also a considerable financial support. The university is among the top institutions according to salary rates. Despite the difficult pandemic period, salaries were increased by twenty percent both in 2020 and 2021. In current year they are planning a 10 percent increase.

BSU budget includes the benefits and the support of the academic staff's development; some non-direct expenses for the professional development of the staff will be covered by the university budget. The expert panel inquired whether the 40 percent, mentioned in documents, was something extra from the central budget (meaning that the professors are funded both from central and faculty budgets), but the answer from BSU administration was that as the university budget was centralized, and this 40 percent from central budget goes onto the academic/scientific needs of the faculty. They also mentioned special rewards to encourage publication in peer-reviewed journals with impact factors (Scopus base, etc). BSU also offer co-funded English language courses for their academic staff. BSU administration highlighted that they do whatever they can to help the staff develop and employ the following means of support: funding of publications, financial rewards, funding of conference attendance, accommodation costs, *per diem* and etc. The invited staff/specialists do not share all the benefits, provided to the affiliated staff, but they can participate in university grant contests, take maternity leave, etc.

Description and Analysis - Programme 1 (Georgian Philology, BA)

The programme's budget allocation takes into account total revenues (tuition fees for the whole study period-four years) and total costs (for the whole study period-four years). Total costs of the program consist of direct costs (salary of BSU academic and visiting staff implementing the programme,) and indirect costs (costs related to programme implementation and development, 40% of revenue). It shows a surplus. The programme is self-sufficient in terms of salaries. BSU budget supports the academic staff's development. The financial sustainability of the program ensured by the BSU unified budget.

Description and Analysis - Programme 2 (Linguistics, MA)

The programme's budget allocation takes into account total revenues (tuition fees for the whole study period-two years) and total costs (for the whole study period-two years). Total costs of the program consist of direct costs (salary of BSU academic and visiting staff implementing the programme,) and indirect costs (costs related to programme implementation and development, 40% of revenue). It shows a surplus. The programme is self-sufficient in terms of salaries. BSU budget supports the academic staff's development. The financial sustainability of the program ensured by the BSU unified budget.

Description and Analysis - Programme 3 (Georgian Literature and Comparative Literary Studies, MA)

The programme's budget allocation takes into account total revenues (tuition fees for the whole study period-two years) and total costs (for the whole study period-two years). Total costs of the program

consist of direct costs (salary of BSU academic and visiting staff implementing the programme,) and indirect costs (costs related to programme implementation and development, 40% of revenue). It shows a surplus. The programme is self-sufficient in terms of salaries. BSU budget supports the academic staff's development. The financial sustainability of the program ensured by the BSU unified budget.

Description and Analysis - Programme 4 (Philology, PhD)

The programme's budget allocation takes into account total revenues (tuition fees for the whole study period-three years) and total costs (for the whole study period-three years). Total costs of the program consist of direct costs (salary of BSU academic and visiting staff implementing the programme,) and indirect costs (costs related to programme implementation and development, 40% of revenue). It shows a surplus. The programme is self-sufficient in terms of salaries. BSU budget supports the academic staff's development. The financial sustainability of the program ensured by the BSU unified budget.

Evidence/Indicators

1. Unified budget of BSU;
2. Individual budgets of educational programs included in the cluster;
3. Order of the head of the BSU administration on approving the budget of individual educational programs included in the cluster;
4. Regulation of BSU, Financial and Economic Department. https://bsu.edu.ge/text_files/ge_file_5436_1.pdf;
5. Rule for setting tuition fees for BSU educational programs, approved by the decision of the BSU Representative Council of July 15, 2021 N 07-01/36;
6. Self-Evaluation report of the university;
7. Interviews with the university/faculty administration, heads of programmes, academic and invited personnel, students, graduates and employers.

General recommendations of the cluster:

General suggestions of the cluster:

Recommendations and Suggestions according to the programmes:

Evaluation

4. 5 Programme/Faculty/School Budget and Programme Financial Sustainability	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Georgian Philology, BA)	☒	☐	☐	☐
Programme 2 (Linguistics, MA)	☒	☐	☐	☐
Programme 3 (Georgian Literature and Comparative Literary Studies, MA)	☒	☐	☐	☐
Programme 4 (Philology, PhD)	☒	☐	☐	☐

Compliance of the programmes with the standards

4. Providing Teaching Resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Georgian Philology, BA)	☒	☐	☐	☐
Programme 2 (Linguistics, MA)	☒	☐	☐	☐
Programme 3 (Georgian Literature and Comparative Literary Studies, MA)	☒	☐	☐	☐
Programme 4 (Philology, PhD)	☒	☐	☐	☐

5. Teaching Quality Enhancement Opportunities

In order to enhance teaching quality, programme utilizes internal and external quality assurance services and also periodically conducts programme monitoring and programme review. Relevant data is collected, analysed and utilized for informed decision making and programme development.

5.1. Internal Quality Evaluation

Programme staff collaborates with internal quality assurance department(s)/staff available at the HEI when planning the process of programme quality assurance, developing assessment instruments, and implementing assessment process. Programme staff utilizes quality assurance results for programme improvement.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

BSU has in place internal quality assurance mechanisms: procedures and rules for elaboration, approval and development of educational programmes, rules for evaluating staff performance, systematic monitoring of students' academic performance, and receiving feedback from students, graduates, and employers. The labour market research and the employment rate of graduates are focused on evaluating educational programmes from different perspectives and identify both weaknesses and strengths. These mechanisms define the principles of quality assurance policy.The "Rules for elaboration, approval and development of BSU educational programmes" regulates the mechanisms of programme elaboration, evaluation and development. The activities of the Quality Assurance Service at BSU are regulated by the Decision of the BSU Representative Council № 10 of July 17, 2017 [1] "On the approval of the Provision of the Quality Assurance Service" and the Resolution of the BSU Academic Council №06-01 / 91 of August 14, 2019 "On the approval of the quality assurance policy of BSU".

Planning, elaborating, developing, effective implementation and support for the **development and monitoring of educational programmes at BSU are coordinated by the University as well asFaculty Quality Assurance Services and coordinators in the field departments.**BSU started preparations for cluster programme accreditation in 2020. In February 2020,the Humanities Faculty Council of BSU, created the working groups for the development and preparation for accreditation of the educational programmes of the direction of literature and linguistics. Since the terms of accreditation were changed times and due to objective reasons (the student became a graduate, employers changed their positions), the working groups were refreshed and clarified, accordingly. After the approval of the working group, the work plans were approved, which were also amended. **The Faculty Curriculum Committee was also approved by the BSU Rector's order.** Working groups of educational programme s have prepared educational programmes, syllabi and all documents necessary for accreditation, including the self-assessment report, in accordance with accreditation standards.

The work plans describe in detail the work to be performed, indicators, persons responsible for the implementation of the programme, and deadlines for implementation. According to the work plan, the working group worked on the main part of the self-assessment report jointly, the functions were divided according to the areas of responsibility. The heads of the educational programme coordinated the entire process of work on the self-evaluation report, the dean of the faculty took responsibility for the organization of the educational programme implementation. The relevant administrative units of the university, as well as the staff implementing the programme, helped the working group to find and use all the information, data and indicators provided by the self-evaluation report in a timely manner. Regular working group meetings were held, in which students, graduates and employers also participated.

During the meeting with Self–Evaluation Team heads of programs indicated that as they are responsible for the program, naturally, they were the core of the self-evaluation team but there were students and employers in their team and that everyone worked individually at first; in June, the working group started sharing the collected data. The meetings took place mostly online, via Zoom. Finally, heads of programs compiled all the material. Self-evaluation team divided the tasks among each other. They were

collecting pieces of evidence and normative acts. Students and employers actively participated in their work. They underwent a series of training in 2019 and worked on the programs and self-evaluation in times of pandemic. All the members of the group attended the training on accreditation standards.

Educational programmes, syllabi and accompanying documentation necessary for accreditation prepared by the working group were submitted to the **Faculty Curriculum Committee for review and evaluation.**During the preparation of the self-evaluation report of each Bachelor's, Master's and Doctoral educational programmes grouped in the cluster, the curriculum committee was actively involved in the process of working on the programme along with the working group. Correspondence of programme goals and learning outcomes, curriculum maps, target benchmark and performance indicators, teaching-learning methods and other issues were discussed in detail at the meetings of the curriculum committee. The quality assurance service of the faculty coordinated the work of the working group and the curriculum committee. Based on the positive conclusion of the Curriculum Committee, the programmes were submitted to the Faculty Councilon October 25, 2022 for consideration and subsequently approved at the meeting of the BSU Academic Council on October 25, 2022.

It should be noted that the role of the quality assurance service at the faculty level in the process of program evaluation and approval should be strengthened and conductedeffectively. Specifically, the programs must be approved by the faculty council in the case of a positive conclusion from the quality assurance service of the faculty. According to the current procedure, the fulfillment of one of the requirements of the standard 5.1 (Programme staff takes into consideration quality assurance results when making program related decisions) is not guaranteed: program is passed by the faculty council based on the conclusion of the program committee and not on the positive conclusion of the faculty quality assurance service. Despite the fact that head of faculty quality assurance office is a member of programs committee, theoretically she/he might be in minority when decisions are made by program committees.

Before submitting the program to the quality assurance service of the university, it is necessary to submit the programs for the approval of the faculty council after the approval (visa) of the quality assurance service of the faculty together with the positive conclusion of the program committee. According to the current procedure, "…Based on the positive decision of the Faculty Council, the educational program will be submitted to the Academic Council with the approval (visa) of the University Quality Assurance Service….". Submitting the program to the faculty council with a written positive conclusion of the faculty quality assurance service will strengthen the responsibility of the quality assurance service at the faculty level and contribute to its effective work. A quality assurance service mandatory filter at the faculty level is necessary for further improvement of the quality of the programs.

In addition to the above mentioned, it is recommended quality assurance service office to ensure more effective and closer cooperation with academic personnel and other interested parties in the process of program development/modification, specifically, when evaluating the adequacy of amount of student workload, number of credits for particular study courses, checking overlapping in syllabi, assessmentschemes and etc. (see details in the description of standards 1-3).

In 2021 BSU adopted regulation to administer the electronic/distance learning process. To administer the electronic/distance teaching BSU created special management group at university level. Using BSU

electronic students' portal university conducted the surveys of students' satisfaction about the distance learning process at BSU.

If necessary, description and analysis according to the education programmes

Evidence/Indicators

1. "Regulation of the quality assurance service of Batumi Shota Rustaveli State University, approved by the decision No. 10 of July 17, 2017 of the BSU Representative Council https://bsu.edu.ge/text_files/ge_file_5450_1.pdf ;
2. Resolution No. 06-01/91 of BSU Academic Council on August 14, 2019 "On Approval of BSU Quality Assurance Policy";
3. "On approval of the procedure for evaluating the activities of BSU academic and visiting staff" approved by Resolution No. 46 of June 29, 2017 of the BSU Academic Council; https://bsu.edu.ge/text_files/ge_file_8568_1
4. Resolution No. 06-01/92 of BSU Academic Council dated August 14, 2019 "On approval of the procedure for evaluating the activities of BSU academic and visiting staff" Regarding making changes and additions to the Resolution No. 46 of June 29, 2017 of the BSU Academic Council";
5. Electronic portal of staff self-evaluation, APA: www.apa.bsu.edu.ge;
6. Resolution No. 06-01/54 of the Academic Council of BSU dated July 14, 2022 "On the approval of the rules for the development, approval and development of educational programmes of BSU".
7. The procedure for evaluating the scientific-research activity of the staff;
8. Surveys of students, graduates, academic and invited personnel;
9. Survey of employers;
10. Academic performance statistics;
11. Minutes of the session of the Curriculum Committee created for the purpose of developing the educational programmes of the Faculty of Humanities of BSU;
12. Resolutions of the Academic Council of BSU No. 06-01/125-126-127-128 of October 25, 2022 "On approval of the educational programme of the Faculty of Humanities of BSU" (Appendix 16:6);
13. Additional documents requested by expert panel: BSU Rule of Administration of Electronic Teaching; Screenshots from BSU portal indicating survey of students opinion about the quality of electronic courses;
14. Self-Evaluation report of the university;
15. Interviews with the university/faculty administration, heads of programmes, academic and invited personnel, students, graduates and employers.

General recommendations of the cluster:

- The quality assurance service at the faculty level in the process of program evaluation and approval should be strengthened and evaluation of the programs should be conducted effectively. Specifically, a quality assurance service mandatory filter at the faculty level is necessary for further improvement of the quality of the programmes. The programs must be approved by the faculty council in the case of a positive conclusion from the quality assurance service of the faculty.
- It is recommended that quality assurance service office ensure more effective and closer

cooperation with academic personnel and other interested parties in the process of program development/modification, specifically, when evaluating the adequacy of amount of student workload, number of credits for particular study courses, checking overlapping in syllabi, assessment schemes and etc.

General suggestions of the cluster:

Recommendations and Suggestions according to the programmes (if any):

Evaluation

Component 5.1 Internal Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Georgian Philology, BA)	☐	☒	☐	☐
Programme 2 (Linguistics, MA)	☐	☒	☐	☐
Programme 3 (Georgian Literature and Comparative Literary Studies, MA)	☐	☒	☐	☐
Programme 4 (Philology, PhD)	☐	☒	☐	☐

5.2. External Quality Evaluation

Programme utilizes the results of external quality assurance on a regular basis.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

Quality assurance mechanism at BSU also uses the external evaluation of educational programmes, which is based on the Accreditation Regulation of Educational Programmes of Higher Educational Institutions and Authorization Regulations of Higher Educational Institutions in Georgia. Personnel involved in the implementation of educational programmes took into account the experience of previous accreditation, considered recommendations and suggestions given by accreditation experts in 2011 and 2012: They contemplated every recommendation and suggestion and provided in-depth changes: increasing the number of practical hours, adding new subjects for elective courses, moving some study courses from elective courses into the mandatory subjects, adding credits to subjects that required more time. They are constantly renewing the literature and are ensuring the prompt delivery of all materials via the portal.

The self-evaluation working group of each educational programme grouped in the cluster used the evaluation of the programme by a colleague (from another Georgian higher education institution) as the important tool of external evaluation. The working groups discussed the recommendations received from the evaluators (peers from Kutaisi Akaki Tsereteli State University) in order to develop/modify the educational programmes. The analysis of the peer review revealed that the programmes still needed some modification taking into account the specifics features of the programme. The self-evaluation working group once again checked programs, took into account the evaluator's recommendation, and refined the educational programs.

If necessary, description and analysis according to the education programmes

Evidence/Indicators

- Minutes of accreditation board meetings of previous accreditations in 2011 and 2012;
- External peer evaluation reports from another Georgian Higher Educational Institution;
- Self-Evaluation report of the university;
- Interviews with the university/faculty administration, heads of programmes, academic and invited personnel, students, graduates and employers.

General recommendations of the cluster:

General suggestions of the cluster:

Recommendations and Suggestions according to the programmes (if any):

Evaluation

Component 5.2 External Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Georgian Philology, BA)	☒	☐	☐	☐
Programme 2 (Linguistics, MA)	☒	☐	☐	☐
Programme 3 (Georgian Literature and Comparative Literary Studies, MA)	☒	☐	☐	☐
Programme 4 (Philology, PhD)	☒	☐	☐	☐

5.3. Programme Monitoring and Periodic Review

Programme monitoring and periodic evaluation is conducted with the involvement of academic, scientific, invited, administrative, supporting staff, students, graduates, employers and other stakeholders through systematic data collection, study and analysis. Evaluation results are applied for the programme improvement.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The periodic evaluation of the educational programme includes the monitoring of the educational process, the evaluation of personnel involved in implementation of the program and assessment of the necessary material and technical base, administration services, the survey of interested parties, as well as the constant monitoring of the ways of achieving the learning outcomes defined by the programme and the target benchmarks. BSU quality policy reflects the main directions of the quality development of the university, is a guide for the structural units and staff of BSU and is based on the principles of continuity, transparency, academic integrity and accountability; serves the continuous evaluation-development of the University, sustainability, growth of internal quality culture and envisages the participation of interested parties (students, graduates, academic, scientific, invited, administrative, support staff, employers etc.). The heads of the programme s and the personnel involved in it, as well as the Dean of the Faculty, the head of the department, the Quality Assurance Service of the faculty and the coordinator of the field department are responsible for the elaboration and evaluation of each Bachelor's, Master's and Doctoral educational programme grouped in the cluster.

Quality Assurance Service Office at BTU uses **electronic portal to conduct different surveys to get feedback from interested parties.** The portal serves BSU students, graduates, employers, and staff. The portal enables the students to express their ideas about the learning process, lecturers, and concerns. Confidentiality is strictly observed in this case. The lecturers get feedback on their work, and all student surveys are conducted via the portal.

BSU conducts the evaluation of staff performance: they practice existing approaches for 4-5 years and the experience is already substantial. The evaluation consists of three parts: 1) academic performance evaluation (curriculum, material upgrading and etc.) – conducted by the Quality Assurance Office of the faculty; 2) scientific/research performance – the evaluation process is fully digitalized; they are introducing the criteria into the program to provide a systemic evaluation. Now the program is being implemented; 3) other activities/services (professors are strongly encouraged to participate in extra-curricular activities). The rules of evaluation of academic and scientific staff have been in force at BSU since 2017. Evaluation is carried out using the electronic platform - www.apa.bsu.edu.ge   Given the experience gained in the evaluation process of scientific activities, certain changes were made in the evaluation rule in 2019, which made the evaluation process more transparent and fair. The main focus in the evaluation process is made to the indexing of scientific papers in international scientific databases.

For the purpose of enhancing **the quality of scientific-research work, compulsory requirements for scientific-research activities have been developed and defined**. Mechanisms for analyzing and promoting of evaluation results have been established. By means of a special platform integrated on the student portal (www.apa.bsu.edu.ge), academic and invited staff make a self-evaluation of their scientific activity at the end of the academic year (with appropriate confirmations); in order to promote the professional development of the staff, the persons responsible for the assessment (Scientific Research Service, Deputy Rector, Dean, Head of the Department, Head of the Educational Programme , the Head of the Quality Assurance service of the faculty) confirm the corresponding activity of each component of the employee's self-assessment. Based on the confirmation of the responsible person, the electronic platform performs an automatic evaluation of each scientific activity, based on the analysis of the results of which the planning of appropriate response mechanisms is carried out and the implementation of supporting incentive measures, which implies participation in various events (conferences, seminars, congresses, forums) for the purpose of professional development, financing articles published in indexed journals in the databases of Web of Science , Scopus, ERIH PLUS (with humanitarian and social directions) etc.

The evaluation of the pedagogical activity of the staff envisages the evaluation of the participation of the staff in pedagogical activities based on their own self-evaluation, in particular, the involvement of academic staff in the development of educational programme s, the renewal and improvement of syllabi, the development of study materials, monitoring of the study process, student satisfaction survey, their interviewing and the results of other academic activities. Based on the analysis of the self-assessment of the pedagogical activity, trainings are planned in different directions according to the interests and needs of the staff. In addition, the University takes the responsibility of sponsoring specific in-service courses or seminars based on the needs of academic or visiting staff.

The key role in performance evaluation is played by the student, and BSU also always consider the views of the employers. The students evaluate the lecturers via surveys and questionnaires on the portal (anonymously).

The evaluation process has the following dynamics: at first the internal evaluation by QA is conducted- QA checks the compliance of the program with normative acts, QA ensures the participation of all stakeholders. Then comes evaluation follow-up for program improvement. For follow up, they use the findings and feedback to improve the curriculum, academic performance of their staff and identify the areas for development and improvement. The evaluations are formative and the feedback is provided without breach of confidentiality. The administration pays great attention to these evaluations while employing their academic staff.

During the interviews with the representatives of the quality assurance service office, it was indicated that in July 2022 University approved new regulations for monitoring of implementation of educational programmes and the first portfolios of the programs will be prepared at the end of academic year.

It is worth to note that in the process of monitoring and review quality assurance service should systematically collect and analyze the information about the students' workload (amount of study materials course has to cover, total number of pages given to students for reading), credit allocation to

different subjects according the content of the course and students' workload, assessment methods for midterm and final evaluation of study courses (among them professor assistantship in doctoral program), rubrics in assessment scheme in syllabi and etc. Expert panel indicated the absence of a textbook section next to the weekly topics - syllabi do not point out which books to use to prepare a certain topic (or the pages). Personnel pointed out that they removed this section from the old syllabi, as now they upload the weekly material via the BSU portal, and the students can check the exact details there. The lecturers upload the materials alongside the course development. The expert panel considers that this approach makes it almost impossible for quality assurance service office to check the adequacy of credits allocation to differentstudy subject based on the student's workload. In addition, students need to know beforehand what the overall amount of material for the course is.

The expert panel wondered whether personnel involved in the implementation of educational programs had **benchmarking** documents. University representatives have mentioned that in the process of programs development/modification personnel studied the experience of several Georgian and foreign universities and all this comparison with the programs of other universities was documented in minutes of the working groups meetings. As an additional documents requested by expert panel university provided benchmarking documents for BA and MA programs and the minutes of working groups for Ph.D. program. During the interviews with the university representatives they also mentioned that in Rize (Turkey) one of their graduates leads a similar BA Georgian Philology program. Expert panel met her (via zoom) the next day.

QA service and university administration periodically monitors and attends the lectures. Normally, lecturers are informed when the QA/administration is going to attend their lectures, although it might happen without warning. They have the practice of attending each other's lectures, with feedback and follow-up afterward. They receive information on forthcoming inspections via the BSU Portal. The Head of the Department, the colleague, and the QA – all can attend the lectures. If someone introduces some new methods or textbooks, such collegial monitoring is especially welcome.

QA service periodically conducts survey of students. They are constantly asked to fill in the surveys. The last survey was about the midterms. Students were asked to answer questions to identify how well was the midterm exam conducted. According the interview results with students, self-evaluation report and enclosed materials students have to evaluate the courses according to a 5-point scale. The questionnaire asks them to evaluate their lecturers after they complete the course. According to the interview results, students are normally surveyed on the midterm and final exams or asked to evaluate their lecturers; they can provide the evaluation of their research supervisors and research component using BSU portal anonymously; they can tick the answers, or make commentaries. Portal is always available to express any concerns, guaranteeing confidentiality. Then the QA will react to this problem at the meeting of the Board and committee of ethics in case of need.

Although anonymous students surveys conducted via BSU portal evaluates mainly the teaching component of the master and doctoral programs, the questionnaire does not include specific questions that give the opportunity to students to evaluate the implementation of the scientific-research component, as well as scientific supervision. **It is necessary to introduce specific evaluation tools**

(questionnaire etc.) and monitoring mechanisms that allow students to evaluate research component of the programs as well as scientific supervision.

During the interviews with the representatives of quality assurance service office it was indicated that quality assurance office currently works on developing mechanisms for the evaluation of supervision of BA, MA, PhD thesis and research component at MA and PhD level. This process is not completed yet but the university has in place the regulations that defines the duties of thesis supervisors in appropriate manner, university has recently adopted special document for the implementation for doctoral programs and continues working on developing quality assurance mechanisms of doctoral programs according this newly adopted document.

Evidence/Indicators

1. "Regulation of the quality assurance service of Batumi Shota Rustaveli State University, approved by the decision No. 10 of July 17, 2017 of the BSU Representative Council https://bsu.edu.ge/text_files/ge_file_5450_1.pdf ;
2. Resolution No. 06-01/91 of BSU Academic Council on August 14, 2019 "On Approval of BSU Quality Assurance Policy";
3. "On approval of the procedure for evaluating the activities of BSU academic and visiting staff" approved by Resolution No. 46 of June 29, 2017 of the BSU Academic Council; https://bsu.edu.ge/text_files/ge_file_8568_1
4. Resolution No. 06-01/92 of BSU Academic Council dated August 14, 2019 "On approval of the procedure for evaluating the activities of BSU academic and visiting staff" Regarding making changes and additions to the Resolution No. 46 of June 29, 2017 of the BSU Academic Council";
5. Electronic portal of staff self-evaluation, APA: www.apa.bsu.edu.ge;
6. Resolution No. 06-01/54 of the Academic Council of BSU dated July 14, 2022 "On the approval of the rules for the development, approval and development of educational programmes of BSU".
7. The procedure for evaluating the scientific-research activity of the staff;
8. Surveys of students, graduates, academic and invited personnel;
9. Survey of employers;
10. Minutes of the session of the Curriculum Committee created for the purpose of developing the educational programmes of the Faculty of Humanities of BSU;
11. Resolution No. 06-01/90 of the Academic Council of BSU on August 14, 2019 "On the approval of the policy of conducting scientific researches of BSU";
12. Decision No. 07-01/21 of the BSU Representative Council of April 20, 2022 "On approval of the rules for financing the professional development of the BSU staff and encouraging them to publish articles" ;
13. Resolution No. 06-01/54 of the BSU Academic Council of July 14, 2022 "On the approval of the rules for development, approval and development of BSU educational programme s";
14. Self-Evaluation report of the university;
15. Interviews with the university/faculty administration, heads of programmes, academic and invited personnel, students, graduates and employers.

Evaluation

5.3 Programme Monitoring and Periodic Review	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Georgian Philology, BA)	☐	☒	☐	☐
Programme 2 (Linguistics, MA)	☐	☒	☐	☐
Programme 3 (Georgian Literature and Comparative Literary Studies, MA)	☐	☒	☐	☐
Programme 4 (Philology, PhD)	☐	☒	☐	☐

Compliance of the programmes with the standards

5. Teaching Quality Enhancement Opportunities	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Georgian Philology, BA)	☐	☒	☐	☐
Programme 2 (Linguistics, MA)	☐	☒	☐	☐
Programme 3 (Georgian Literature and Comparative Literary Studies, MA)	☐	☒	☐	☐
Programme 4 (Philology, PhD)	☐	☒	☐	☐

Attached documentation (if applicable):

Name of the higher education institution: Batumi Shota Rustaveli State University

Name of Higher Educational Programmes, Levels: Philological BA
Linguistics MA
Georgian Literature and Comparative Literary Studies MA
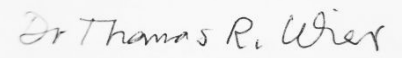Philological Ph.D.

Compliance of the programmes with the standards

Contents / Standard	1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering	3. Student Achievements, Individual Work with them	4. Providing Teaching Resources	5. Teaching Quality Enhancement Opportunities
Programme 1 (Philology, BA)	Substantially complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Substantially complies with requirements
Programme 2 (Linguistics, MA)	Substantially complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Substantially complies with requirements
Programme 3 (Comparative Literature, MA)	Substantially complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Substantially complies with requirements
Programme 4 (Philology, PhD)	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Substantially complies with requirements

Signatures

Chair of the Accreditation Experts Panel

Dr. Thomas R. Wier

Other members of the Accreditation Experts Panel

Giorgi Beridze

Tinatin Bolkvadze
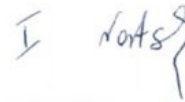
Anna Kiasashvili

Ia Natsvlishvili

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